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UNIVERSITY OF ALBERTA

The Academic, Athletic, and Social Experiences of Canadian Interuniversity Student-Athletes

by

© Brenda Leanne Chinn

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT STUDIES

EDMONTON, ALBERTA

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled THE ACADEMIC, ATHLETIC, AND SOCIAL EXPERIENCES OF CANADIAN INTERUNIVERSITY STUDENT-ATHLETES submitted by BRENDA LEANNE CHINN in partial fulfillment of the requirements for the degree of MASTER OF ARTS.

Dr. R.G. Glassford (co-chair)

Dr. R.D. Steadward (co-chair)

Dr. D.J. Sande

Date: June 28, 1991

DEDICATION

To my parents,

For their love and support.

ABSTRACT

The pursuit of excellence in university education is to maximize one's mental, physical, social, emotional, and moral development while attending university. The participation in interuniversity athletics has been one vehicle for university students to enhance their overall well-being (AAHPER, 1963; Matthews, 1974; Schwank, 1971). Administrators of university sport should be knowledgeable about a student-athlete's university experience in order to provide programmes which facilitate a student-athlete's pursuit of excellence.

The purpose of this study was to examine the academic, athletic, and social roles of Canada West University Athletic Association (CWUAA) student-athletes and to consider the implications of this data for the administration of Canadian university sport. A total of 370 surveys were received from the 1,311 student-athletes who were registered in CWUAA during the 1988-89 season.

The results showed that the demands of being a student-athlete were quite taxing in terms of the number of hours devoted to both academics and athletics. Fewer hours were devoted to social activities and student-athletes felt that their social life was compromised for academics and athletics. The majority of the student-athletes were satisfied with their academic, athletic, and social roles. Most student-athletes were able to balance the roles of a student and an athlete, however, some student-athletes felt conflict between their roles as a consequence of limited time, energy and money. Although a university education was important to most student-athletes, many had compromised their education for their athletic activities. As a

result, many student-athletes engaged in irregular academic activity. In terms of priorities, the student-athletes felt that their number one priority was to find a career that suited their interests and winning in sport was ranked seventh out of eight university attendance related statements.

Athletic directors and coaches, as administrators and educators, should show leadership and initiative by communicating the educational virtues of athletics to the student-athletes and provide programmes which facilitate the pursuit of excellence in both academics and athletics.

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Finally, to my family and friends, thank you for your continual support. You have all kept me within the bounds of sanity ... but just barely. A special thanks to Carmen, Lisa, and Lucie, who have brought a new meaning to the art of practical jokes, and to Thelma and Marilyn, who encouraged me to pursue a graduate degree in the first place.

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CHAPTER I

INTRODUCTION

> Sports and athletics are an integral and indispensable aspect of higher education in contemporary society, and intelligent and humanistic concern for the academic success of intercollegiate[1] student-athletes can only enhance the stature and prestige of our colleges and universities and contribute to the pursuit of human excellence.
>
> (Mihalich, 1982, p.107)

The pursuit of excellence in university education is to maximize one's mental, physical, social, emotional, and moral development while attending university. A student's experiences both inside and outside the classroom provide countless opportunities for individual growth and development (Bedker Meyer, 1988; Matthews, 1974). The participation in interuniversity athletics has been one vehicle for university students to enhance their mental, physical, social, emotional, and moral well-being (AAHPER, 1963; Schwank, 1971).

In Canada, the value of athletics in the development of a well-rounded student was influenced by the educational philosophy of British universities (Matthews, 1974). University athletics have evolved from student organized games in the late 19th century to today's competitive leagues coordinated by full-time staff. The educational virtues of athletics must be communicated to student-athletes and the onus is on the faculty and staff in the athletic departments of our universities.

---

[1] The term "interuniversity" will be used throughout this thesis opposed to the term "intercollegiate". This study has focussed on the athletic activities in which students enrolled in universities participate, however, the two terms can be interchanged.

The administration of interuniversity athletics in Canada, however, has been faced with a number of social, cultural, and economic pressures over the past two decades (Macintosh, 1986). Socially and culturally, the increasing role of sport and physical activity in society and the high profile of professional and elite sport has greatly contributed to the prominence of interuniversity athletics. Economically, financial restraint has affected the delivery of university athletic programmes.

The consequences of change due to these pressures has ultimately affected the participant, the student-athlete. The actual impact of program changes on a student-athlete's university experience while participating in interuniversity athletics has been relatively unknown because of the paucity of published information regarding the experiences of Canadian university student-athletes. Administrators of university sport should be knowledgeable about a student-athlete's university experience in order to provide programs which facilitate a student-athlete's pursuit of excellence.

STATEMENT OF THE PROBLEM

The purpose of this study was to examine the academic, athletic, and social roles of Canada West University Athletic Association (CWUAA) student-athletes and to consider the implications of this data for the administration of Canadian university sport. Sub-problems included an examination of the following questions:

1. What are the academic, athletic, and social demands upon a university student-athlete?
2. To what degree are student-athletes satisfied with their

academic, athletic, and social experiences while attending university?

3. To what degree do university student-athletes experience conflict between their academic, athletic, and social roles?
4. Does a university student-athlete compromise any or all of their academic, athletic, or social roles for one or more of the other roles?
5. What priority does a student-athlete give to their academic, athletic, social, or career roles?

JUSTIFICATION

The research completed on university student-athletes' roles and experiences has been conducted primarily in the United States. However, the philosophy and context of U.S. interuniversity athletics is considerably different in that nation from Canadian interuniversity athletics (Eitzen & Sage 1986; Martens 1985; McTeer 1987) and therefore, U.S.-based research has limited generalizability to Canadian universities. Thus, the paucity of research on university student-athletes applicable to the Canadian setting emphasizes the need for research in this area.

The results of this study provides information on the experiences of student-athletes in terms of their academic, athletic, and social roles and may have significant practical implications for student-athletes, coaches, athletic directors, and administrators of Canadian universities. In turn, the results of this study may affect the organization and operation of interuniversity athletics in western Canada.

DEFINITION OF TERMS

Academic Role - Socially expected behaviours and activities related to student-athlete's status as a student at a CWUAA university and pertaining to academic matters.

Athletic Role - Socially expected behaviours and activities related to a student-athlete's status as a CWUAA interuniversity athlete in his or her primary sport.

Canada West University Athletic Association (CWUAA) - One of six regional conferences in the Canadian Interuniversity Athletic Union (CIAU). A CWUAA university must be a member of the CIAU and offer a minimum of four men's sports (which must include ice hockey or basketball) and four women's sports. In the 1988-89 season, the six charter members of the CWUAA were: the Universities of Alberta, British Columbia, Calgary, Lethbridge, Saskatchewan, and Victoria (CWUAA, 1988). A university with guest privileges in the CWUAA was not considered to be a CWUAA university.

CWUAA Sport - An interuniversity sport in which there is an annual CWUAA Championship (a minimum of three participating CWUAA universities). In the 1988-89 season, the following sports were CWUAA sports: men's and women's basketball, men's and women's cross country, women's field hockey, men's football, men's and women's gymnastics, men's ice hockey, men's and women's soccer, men's and women's swimming, men's and women's track and field, men's and women's volleyball, and men's wrestling.

Coach - The coach of the student-athlete's primary sport with whom the student-athlete spends the most time and takes direction from, whether or not he or she was the head coach.

Compromise - Tradeoffs and concessions made by a student-athlete in terms of budgeting his or her time and energy between academic, athletic, or social roles.

Conflict - Discord as a result of incompatible or opposing demands of a student-athlete's academic, athletic, or social roles.

Demands - Requirements of a student-athlete's academic, athletic, or social roles (e.g., time and physical or mental energy).

Experience - A personal encounter or the attainment of knowledge or skill as a result of a student-athlete's attendance at university and/or participation in interuniversity athletics.

In Season - The portion of the year when the student-athlete competed as a representative of their university in contests that counted toward regular season records.

Out of Season - The portion of the year which was not "in season."

Primary Sport - The CWUAA sport in which the student-athlete spent the greatest amount of time training and competing.

Priority - The rank order a student-athlete assigned to the demands of his or her academic, athletic, or social roles.

Satisfaction - Fulfillment or gratification felt by a student-athlete with respect to his or her academic, athletic, or social roles.

Social Role - Socially expected behaviours related to a student-athlete's social activities at a CWUAA university.

Student-Athlete - An athlete that represented a CWUAA university and competed during the 1988-89 season in a CWUAA sanctioned sport. This individual was a full-time student and registered with the CIAU in compliance with the 1988-89 CIAU eligibility regulations.

LIMITATIONS

This study was limited to the university sports sanctioned by the CWUAA. In 1988-89 the CWUAA held championships in the following sports: men's and women's basketball, men's and women's cross country, women's field hockey, men's football, men's and women's gymnastics, men's ice hockey, men's and women's soccer, men's and women's swimming, men's and women's track and field, men's and women's volleyball, and men's wrestling (CWUAA, 1988).

Although this study attempted to survey the entire population of CWUAA student-athletes, those who competed during the 1988 fall term (i.e., September to December) and were not attending university in March, 1989, at the time of this study, were unavailable to participate in this study.

The use of a self-administered questionnaire as a research tool was also a limitation. The major problems in the use of a questionnaire included: (1) the low response rate and the non-response bias (self-selection) of the questionnaire; (2) the lack of control over who, when, where, or how the questionnaire was completed; (3) the lack of interaction between the researcher and the subjects and potential misinterpretation of questions; and (4) the inflexibility due to question structure and the inability to probe for details.

The results of this study may have been affected by a response bias in which subjects provided socially acceptable or favourable responses as opposed to candid, honest answers. The researcher has assumed that all responses provided in the questionnaires were truthful and sincere.

The administration of the questionnaires was completed through the athletic directors and coaches at each university which may have negatively affected the response rate and therefore, the representativeness of the sample. Any effects of the indirect distribution and collection method were considered systematic random error. Overall, there was adequate representation of each university and each sport.

DELIMITATIONS

This study was delimited to the the six CWUAA universities and the student-athletes who competed in CWUAA sports during the 1988-89 season.

The data were collected in the period following the final weekend of CIAU Championships (March 20, 1989) and prior to final exams (April, 1989). The end of the season allowed student-athletes to reflect upon their academic, athletic, and social roles and experiences during the past year.

ETHICAL CONSIDERATIONS

The primary ethical considerations of this study was informed consent and confidentiality. A cover letter to the student-athletes (see Appendix A) explained the nature of the study and their participation as a subject. It also stated that the return of the questionnaire constituted their consent as a participant.

Confidentiality of all responses was guaranteed by the reporting of data in the aggregate. In addition, distinctively marked envelopes were provided to the student-athletes for the return of their questionnaires due to the distribution and collection of questionnaires through team coaches and program administrators.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

This chapter highlights the literature relevant to this study in three areas: the role of athletics in higher education, student-athlete experiences, and student-athlete role conflict.

THE ROLE OF ATHLETICS IN HIGHER EDUCATION

The primary mission of an institution of higher education is, in fact, education. However, a university education should not be restricted to purely academic matters. The educational process should integrate a wide range of social, cultural, and physical activities, which includes interuniversity athletics (Pedersen, 1986).

The most extensive study on the role of athletics in higher education with a Canadian perspective was completed by Matthews (1974) sponsored by the Association of Universities and Colleges of Canada (AUCC) and the Canadian Interuniversity Athletic Union (CIAU). The terms of reference for this study included: the purpose and role of athletics, the interrelationship in the organization of academic and athletic programmes, and the personnel responsible for athletic programmes and their relation to academic programmes. Two of the recommendations that stemmed from this report, the integration of athletic and physical education departments and the hiring of athletic personnel who qualify for academic appointments, echoed the major recommendations from a 1969 AUCC study. Matthews suggested that athletic programmes complemented one's university education and were a vital part of the educational process. The inclusion of athletics in the academic domain adds to the credibility of its role in higher education.

In 1986, the Canadian Council of University Physical Education Administrators (CCUPEA) sponsored a conference on the role of Canadian interuniversity athletics. Father G.A. McKinnon, President of St. Francis Xavier University, provided four basic conditions for interuniversity athletics:

> 1. Athletics programs should be regarded as integral parts of the total educational program, and they should be conducted in a manner which will ensure that they are worthy of such consideration.
> 2. Inter-university athletics programs should supplement rather than compete with intramural athletics programs.
> 3. Inter-university athletics should be subject to the same administrative control as the total education program.
> 4. Inter-university athletics programs should be conducted in such a way that the physical and academic welfare of the participants be protected and fostered.
>
> (McKinnon, 1986, p.27)

These principles demonstrate the need for a sound educational basis in interuniversity athletics and the importance of athletics to the overall educational process.

STUDENT-ATHLETE EXPERIENCES

The National Collegiate Athletic Association (NCAA) Presidents Commission sponsored a national study of intercollegiate athletes to address their questions about student-athlete experiences (American Institutes for Research, 1988). The study focussed primarily on the student-athletes at the Division I level and compared them to students heavily involved in extracurricular activities other than athletics.

The findings indicated that 95.2% of the football and basketball (male and female) student-athletes and 92.8% of the student-athletes in other sports felt that at the time they enrolled, earning a degree was "of greatest importance" or "important". Similarly, 93.2% of the students heavily involved in extracurricular activites felt that earning a degree was "of greatest importance" or "important".

Student-athletes spent more time in their sport (30.0 and 24.6 hours per week in season for football/basketball and other sports respectively) than extracurricular students did in their activities (20.4 hours per week). Football and basketball players spent more time in activities related to their sport than the combined time they spent preparing for and attending class (25.3 hours per week). The time demands were lower in the off-season for both student-athletes and extracurricular students, however, student-athletes continued to spend more time in their sport activities (17.9 and 15.6 hours per week in season for football/basketball and other sports respectively) than extracurricular students in their activities (11.4 hours per week).

In terms of academic performance, student-athletes and extracurricular students were equally satisfied with their overall educational experiences. Although student-athletes reported that it is easier for them as athletes to get academic assistance (e.g., help form teaching assistants, tutors, and academic counselors), they still believed that it is more difficult for them to make their academic work their top priority or receive the grades they feel they have the potential to achieve.

Devlin (1988) also completed research on the experiences of student-athletes using football and track and field athletes from

Division I (Penn State), Ivy League (Harvard), and Division III (Swarthmore). The mean times devoted to athletics per week were: Penn State 26.66 hours, Harvard 24.65 hours, and Swarthmore 18.82 hours. The mean times devoted to academics per week were: Penn State 27.64 hours, Harvard 29.05 hours, and Swarthmore 31.60 hours. In terms of academic, athletic, social, and career priorities, there were no significant differences across the levels of competition except: (1) a lower priority assigned to athletics by Swarthmore student-athletes; (2) a lower priority assigned to social life by Penn State student-athletes; and (3) a higher priority assigned to career aspirations by Penn State student-athletes compared to Swarthmore student-athletes.

In a study of two Canadian universities, McTeer (1987) compared the hours devoted to extracurricular activities by athletes and non-athletes. At University A, athletes spent 19.3 hours per week involved in extracurricular activities opposed to 4.7 hours per week by non-athletes. At University B, athletes spent 21.1 hours per week involved in extracurricular activities opposed to 4.0 hours per week by non-athletes. Student-athletes at both universities were less likely to graduate on time than non-athletes, however, the differences were not statistically significant. Reasons for student-athletes not graduating on time included: extending their athletic career, conflicts between academic and athletic demands, changes to their academic programme, and academic demands (McTeer, 1987).

STUDENT-ATHLETE ROLE CONFLICT

A university student-athlete is subject to a number of roles:

academic, athletic, and social to name a few. In terms of potential role conflict among these roles, Lance (1987) applied the concept of multiple roles to inter-university athletics. The "scarcity approach" refers to the theory in which human energy is a scarce quantity and a limited resource is available each day. Lance stated that a student-athlete's role as an athlete will consume the majority of his or her energy, leaving minimal amounts, if any, available for other roles (e.g., academic). In this case, the role of a student and the role of an athlete appear to be in conflict.

Using an "abundant energy approach", the role of a student and the role of an athlete need not conflict (Lance 1987). In this situation, human energy is abundant and will be found for activities to which one is highly committed. It is possible that the role of a student and the role of an athlete may be complementary due to an additive effect.

Snyder (1985) has applied the concept of commitment to the multiple roles of student and athlete. He has developed categories for analysis based on the combinations of commitment to academic and athletic roles. Type I is the Scholar-Athlete who is highly committed to both academic and athletic roles. Type II is the Pure Scholar who is highly committed to his or her academic role and places less emphasis on his or her athletic role. The Pure Athlete, type III, is the opposite. He or she is highly committed to his or her athletic role and less committed to his or her academic role. The person with low commitment to academic and athletic roles is a type IV individual called a Nonscholar-Nonathlete.

The potential conflict between academic and athletic roles has been commonly discussed with respect to grade point averages (GPAs) of athletes versus non-athletes. The research that has been conducted on GPAs of athletes and non-athletes has produced conflicting evidence. Some researchers have found that athletes perform better than non-athletes (Henschen and Fry, 1984; Schafer and Armer, 1968). Others have found that athletes receive lower grades than non-athletes (Purdy, Eitzen, and Hufnagel, 1985). Stevenson (1975) believes that the differences in the results are primarily due to methodological differences.

CHAPTER III

METHODS AND PROCEDURES

SUBJECTS

This study targeted the total population of CWUAA student-athletes competing in CWUAA sports during the 1988-89 season. The student-athletes were identified through eligibility forms, athletic directors, and team coaches. In 1988-89, 1,311 CWUAA student-athletes were registered with the CIAU through eligibility forms. A total of 371 questionnaires were returned. One questionnaire was unusable because it was received after the computer analysis had begun. Under the assumption that each of the eligible student-athletes received a questionnaire, the number of usable questionnaires represented a 28.2% (370/1,311) return rate. The distribution and response rate of each university is indicated in Table 1.

Table 1

Questionnaire Response Versus CWUAA Population

University	Number of Athletes	Percent of Population	Number Returned	Percent of Total	Percent of University
Alberta	269	20.5	109	29.5	40.5
B.C.	283	21.6	80	21.6	28.3
Calgary	281	21.4	61	16.5	21.7
Lethbridge	111	8.5	26	7.0	23.4
Saskatchewan	253	19.3	48	13.0	19.0
Victoria	114	8.7	46	12.4	40.4
TOTAL	1,311	100.0	370	100.0	

SURVEY INSTRUMENT

A survey instrument (see Appendix B) was designed and developed by the researcher for data collection. The questionnaire method was chosen as the most suitable method because: (1) the large number of potential subjects; (2) the geographical distance between the six cooperating universities; and (3) the economical cost.

The instrument was designed to elicit demographic information as well as information pertaining to a student-athlete's academic, athletic, and social roles. In the construction of the survey instrument, questions regarding time requirements, role demands, priorities, potential conflicts, expectations, and levels of satisfaction were generated for each of the three role areas. Some of the questions mirrored items from the studies by the American Institutes for Research (AIR) (1988b) and Devlin (1988). Questions were then grouped together based on subject and type of response scale.

In terms of question structure, the section on demographics was a combination of fill in the blank and multiple choice questions. The section on time demands required the student-athlete to respond by filling in a blank with a specific amount of time. The section on priorities required the student-athlete to force rank eight statements regarding the importance of academics, athletics, or social life. The remaining sections contained yes or no questions and statements that were ranked on a five-point likert scale. The student-athlete was required to circle the appropriate response for each question. Record format numbers were printed on the right side of each page to facilitate the coding process. Student-athletes were also asked to provide comments regarding the questionnaire and their university experiences.

A pilot test was conducted with ten University of Alberta graduate students in the Department of Physical Education and Sport Studies not currently involved with the interuniversity athletic program. The pilot test was used primarily to confirm the clarity of the questions and instructions, topic relevance, questionnaire content, and time requirement. Based upon the feedback from the pilot test, minor revisions were made.

The survey instrument used in this study was not tested for reliability or validity due to time constraints. In order to maximize the reliability and validity, however, precautions were taken in the construction of the questionnaire. The questions were worded in a clear, precise manner and the pilot test confirmed the clarity of the questions and instructions. A panel of three experts also reviewed the survey instrument and deemed the questionnaire face valid.

QUESTIONNAIRE ADMINISTRATION

The athletic directors at the six CWUAA universities were contacted by letter in the last week of February, 1989 regarding the research (see Appendix C). A follow-up telephone call was made during the first week of March, 1989 to confirm their participation in the study. Following discussions with each of the athletic directors, arrangements were made for the distribution and collection of the questionnaires through the athletic director and team coaches at each institution. (The original plan was for the researcher to visit each campus to administer the questionnaires.) The questionnaires were delivered by the researcher or by courier to each university during the week of March 13, 1989 and were accompanied by letters to the athletic directors and coaches which explained the distribution procedure (see Appendices D and E). Each athletic director distributed the questionnaires to their coaches and they, in turn, distributed them to the student-athletes. This method of distribution was chosen over a direct mailout to the student- athletes due to the high cost and the difficulty of obtaining an accurate address list. The student-athletes were asked to complete the questionnaire within one week and return it to their coach or athletic office at their university. An envelope with a distinctive marking was provided to each student-athlete for the return of their questionnaire to ensure confidentiality. After a reasonable amount of time, the athletic directors collected all the completed questionnaires from their institution and returned them en masse to the researcher. Due to time constraints and the limited access to the student-athletes who had not completed the survey, a second mailing of the questionnaire to the non-respondends was not planned.

DATA MANAGEMENT AND ANALYSIS

When the investigator received the completed questionnaires, the individual envelopes were opened and each questionnaire was assigned a four-digit document identification number. Each questionnaire was then sight editted and coded onto an optical mark reader (OMR) data coding sheet.

The coding of data was facilitated by the record format numbers that were printed on the questionnaire. In addition, most of the questions in the survey were constructed with predetermined categories or numerical values that were directly transferred to the coding sheets. The exceptions were the two occupational questions which had to be assigned four-digit codes from the 1980 Standard Occupational Classification manual (Statistics Canada, 1981) prior to coding.

Upon the completion of the coding, the OMR sheets were taken to the University of Alberta Computing Services and the information was scanned into a data file for analysis. The data file was verified by random manual inspection and a frequency tabulation which produced some inappropriate responses. Corrections were made directly to the data file.

The Statistical Package for the Social Sciences (SPSSx) was utilized for data analysis. The analysis was conducted using various parametric and nonparametric statistics. Descriptive statistics such as variable frequencies, percentages, crosstabulations, means, and variances were generated for preliminary analysis. Further analysis depended upon the level of measurement of the variable in question: nominal data was analyzed using the Chi-Square statistic and McNemar test; ordinal data was analyzed using the Mann-Whitney U test, and Wilcoxon matched-pairs signed-ranks test; and the ratio data was analyzed using the Student's t-test (Siegel, 1956). The level of significance for all tests was p=.05 unless otherwise stated.

Due to the number of questionnaires received and the high overlap of participants, the sports of cross country and track and field were combined for analysis.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to examine the academic, athletic, and social roles of CWUAA student-athletes and to consider the implications of this data on the administration of Canadian university sport. The general demographics of the 370 subjects who responded to the questionnaire are highlighted in the first section of this chapter. The next three sections describe the demands of and the overall satisfaction with the student-athletes' academic, athletic, and social roles. The fifth section deals with the student-athlete (interactive) role, more specifically, the effects of being a student-athlete and potential conflict; the compromises between roles and the priority given to each role; and the influence of the coach on the student-athletes' academics. The role of university sport administrators with respect to the academic welfare of interuniversity student-athletes will be discussed in the final section.

SAMPLE

The sample in this study was a fair representation of the total 1988-89 CWUAA student-athlete population. Tables 2 and 3 show the distribution of questionnaire respondents relative to the total population of CWUAA student-athletes by gender and sport. The population figures were compiled from the eligibility sheets that each university submitted to the CIAU.

The number of male student-athletes was relatively low due to the inaccessibility of football players which constituted a large portion

Table 2

Gender of Respondents Versus CWUAA Population

Gender	Number of Athletes	Percent of Population	Number Returned	Percent of Total	Percent of Gender
Female	451	34.4	169	45.7	37.5
Male	860	65.6	200	54.1	23.3
No Answer	0	0.0	1	.3	
TOTAL	1,311	100.0	370	100.0	

Table 3

Sport of Respondents Versus CWUAA Population

Sport	Number of Athletes	Percent of Population	Number Returned	Percent of Total	Percent of Sport
Basketball (W)	77	5.9	33	8.9	42.9
Basketball (M)	74	5.6	18	4.9	24.3
Field Hockey (W)	62	4.7	38	10.3	61.3
Football (M)	239	18.2	51	13.8	21.3
Gymnastics (W)	27	2.1	10	2.7	37.0
Gymnastics (M)	29	2.2	7	1.9	24.1
Ice Hockey (M)	132	10.0	39	10.5	29.5
Soccer (W)	85	6.5	36	9.7	42.4
Soccer (M)	108	8.2	32	8.6	29.6
Swimming (W)	31	2.4	11	3.0	35.5
Swimming (M)	52	4.0	10	2.7	19.2
Track & Field (W)	97	7.4	16	4.3	16.5
Track & Field (M)	139	10.6	23	6.2	16.5
Volleyball (W)	72	5.5	25	6.8	34.7
Volleyball (M)	64	4.9	12	3.2	18.8
Wrestling (M)	23	1.8	8	2.2	34.8
No Answer	0	0.0	1	0.3	
TOTAL	1,311	100.0	370	100.0	

of male student-athletes. Student-athletes in other fall sports (i.e., women's field hockey and men's and women's soccer) were more accessible than football participants because field hockey and soccer teams were more likely to continue to train together following the CWUAA season in preparation for indoor or spring leagues. Lower returns were also recorded in individual sports such as swimming and track and field. The low return in these sports may be due to: (1) their decentralized training schedules in which student-athletes may have had minimal contact with the head coach, or (2) the attrition of student-athletes over the season in single championship sports. Overall, a lack of communication between coaches (especially part-time coaches) and their respective athletic office may have disrupted the distribution of questionnaires. In some instances, teams that were eliminated from playoffs had already disbanded by the time the questionnaires were distributed.

Ten student-athletes responded that they had participated in two CWUAA sports during the 1988-89 year. Of the ten, seven designated cross country or track and field as their primary sport, two reported swimming, and one reported ice hockey. Unfortunately the survey did not include a question that requested the student-athletes to specify their second sport, however, it should be noted that many of the student-athletes who compete in cross country also compete in track and field and vice versa.

The overall success of a university team can be attributed, in part, to the talent of the student-athletes it attracts. Some coaches go to great lengths to recruit "impact" athletes, however, the majority of student-athletes in this study were not recruited prior to enrolling at university. Only 44.6 % of the student-athletes who responded to the questionnaire were recruited by their university coach; others attended team tryouts as "walk-ons". Males were recruited significantly more often than females (40.2% versus 52.8%; p<.05). In the NCAA, almost all of the student-athletes were recuited during their high school years (AIR, 1988a). Ninety-five percent of the NCAA student-athletes in the "high profile" sports of football and men's basketball and 87% of the student-athletes in non-grant or "low profile" sports had received recruiting letters.

The general philosophy and governing regulations of the CIAU and CWUAA limits recruiting practices. Within its code of ethics, the CIAU regulates the contact of prospective student-athletes and forbids enticements by university staff or alumni (CIAU, 1991). The CWUAA places additional regulations on recruiting, restricting recruiting to the university's provincial boundary and limiting coaches to mail contact with student-athletes east of Manitoba. The low rate of recruiting in Canada may also be the result of geographically scattered high schools or the lack of funding for university coaches to recruit.

The most important factor for student-athletes in choosing a university to attend was the geographic location of the university (37.1%), followed by the quality of the academic programme (30.5%), athletic programme (23.4%), and combinations of geographic, academic, and athletic factors (9.0%). Table 4 shows the distribution of faculties or departments in which the student-athletes were enrolled. Compared to the general student population on university campuses, the percentage of student-athletes enrolled in physical education or recreation was quite high. The sport background and general interest

Table 4

Faculty of Study

Faculty	Number	Percent
Physical Education and Recreation	107	28.9
Arts	87	23.5
Science	57	15.4
Education	34	9.2
Business	31	8.4
Arts & Science / General Studies	19	5.1
Graduate Studies	12	3.2
Engineering	7	1.9
Agriculture and Forestry	4	1.1
Home Economics	3	0.8
Rehab. Medicine	2	0.5
Dentistry	1	0.3
Law	1	0.3
Medicine	1	0.3
Nursing	1	0.3
Pharmacy	1	0.3
Unclassified	1	0.3
No Answer	1	0.3
TOTAL	370	100.0

Note. Some programmes of study (i.e., faculties) are not offered at all universities.

of the student-athletes may have predisposed them to choose physical education or recreation as a programme of study.

Student-athletes have high ideals to excell in both academics and athletics when they enroll at university, however many student-athletes switch from their original faculty (i.e., often professional faculties) to another due to their commitment to university athletics. Student-athletes may also transfer from their original faculty due to academic requirements prior to professional programmes, a change in interest once they have attended university, or academic failure.

Adler and Adler (1985) found that 75% of the student-athletes in the U.S. originally registered in preprofessional programmes switched to programmes that were "more manageable" once they became involved in both their academic and athletic programmes. Bedker Meyer (1988) also found that 75% of the student-athletes switched majors. This was twice the rate of transfers among the students who were no involved in athletics. In this study, seventy percent of the student-athletes were in their original faculty.

Approximately one-half of the student-athletes in this sample were in their first two years of study (see Table 5). The mean academic year (excluding graduate and other students) was 2.49 years. Although the academic year and eligibility year ($\overline{x}$ = 2.42 years) averages were similar, the distribution of student-athletes by year of eligibility was slightly heavier in the first two years (see Table 6).

One would expect that a student-athlete's academic year would equal their year of eligibility, however, there are a number of reasons why

Table 5

Year of Academic Study

Year	Number	Percent
First	86	23.2
Second	100	27.0
Third	90	24.3
Fourth	57	15.4
Fifth	18	4.9
Graduate Student	12	3.2
No Answer/Other	7	1.9
TOTAL	370	100.0

Table 6

Year of Eligibility

Year	Number	Percent
First	104	28.1
Second	108	29.2
Third	83	22.4
Fourth	45	12.2
Fifth	29	7.8
No Answer	1	0.3
TOTAL	370	100.0

this may not be the case. On one hand, their academic year would be higher than their year of eligibility if they began participating in interuniversity athletics after their first year of university or if they transfered from a college and had not lost any eligibility. On the other hand, their eligibility year would be higher than their academic year if they took fewer courses per year and were not promoted to the next academic year due to a lack of credits.

Financially, almost 30% of the student-athletes (29.7%) supported themselves through university by personal income or savings. Many student-athletes sought the assistance of student loans (21.6%), scholarships and awards (19.5%), or their parents (19.4%). Almost 80% of the student-athletes (79.7%) received financial aid in the form of scholarships, grants, bursaries, or awards during the 1988-89 season. It should be noted that provincial scholarships were available to university student-athletes in British Columbia and Alberta but not Saskatchewan.

Most student-athletes do not work (at a paid job) during the

Table 7

Hours of Employment During the Academic Year

Hours per Week	Number	Percent
Do not work	244	65.9
Less than 4	26	7.0
4 or more but less than 8	29	7.8
8 or more but less than 12	23	6.2
12 or more but less than 16	14	3.8
16 or more but less than 20	20	5.4
More than 20	14	3.8
TOTAL	370	100.0

academic year (65.9%), however, 13.0% of the student-athletes worked 12 hours per week or more (see Table 7). McTeer (1987) found that the size of the university seemed to be a factor if students worked when he compared athletes and non-athletes. At a small Ontario university, 29.3% of the student-athletes had part-time work compared to 42.9% of the non-athletes. At a large university, 27.4% of the student-athletes worked part-time versus 12.2% of the non-athletes.

The amount of time that a student-athlete must work in addition to their academic and athletic commitments should be of some concern to administrators and coaches. Student-athletes who must work several hours per week may be seriously depreciating the time available for academic matters. Administrators and coaches should advise the student-athlete regarding their situation and perhaps seek financial assistance for those in need. This also draws attention to the availability and amount of scholarships and awards that student-athletes are permitted to receive. The CIAU has strict regulations regarding the source, amount, and conditions of all scholarships and awards. If student-athletes are required to seek employment to supplement their scholarships or awards, perhaps the limit of $1500 set by the CIAU are too low relative to the financial needs of student-athletes.

ACADEMIC ROLE

The academic role of a student-athlete primarily consisted of the time spent in the classroom or lab and studying towards the ultimate goal of earning a university degree. Other academic matters included their academic standing, satisfaction with the academics, the importance of obtaining a university degree, support from significant people, and assistance from academic advisors.

The amount of time a student-athlete spent in the classroom in season and out of season is shown in Table 8. Student-athletes spent significantly more time in the classroom during the competitive season ($\overline{x}$ = 16.9 hours per week) than out of season ($\overline{x}$ = 15.9 hours per week) ($p < .001$) which is contrary to the general belief that some student-athletes take the minimum number of credits during the season and take more credits out of season. In order to participate in interuniversity sport, the CIAU requires that a student-athlete be registered as a full-time student which constitutes a minimum of nine hours of class time per week on most campuses. Some student-athletes reported fewer than nine hours per week of classes which may reflect the responses of graduate students who did not attend regularly scheduled classes or students who may have been involved in practicum or internship programmes and did not attend regular classes.

Table 8

Time Spent in the Classroom - In and Out of Season

	In Season		Out of Season	
Hours per Week	Number	Percent	Number	Percent
0	2	0.5	35	9.5
1-5	11	3.0	10	2.7
6-10	34	9.2	32	8.6
11-15	142	38.4	115	31.1
16-20	97	26.2	86	23.2
21-25	51	13.8	51	13.8
26-30	25	6.8	22	5.9
31-35	5	1.4	7	1.9
46-50	3	0.8	4	1.1
No Answer	0	0.0	8	2.2
MEAN	16.9		15.9	
Mean Excluding Zeros	17.0		17.6	

*A significant difference was found between in and out of season (p<.001).

The lower out of season class hours was the result of the 35 (9.5%) respondents who indicated that they did not attend any classes out of season. The intent of the out of season question was to determine the number of class hours student-athletes attended during the regular academic year (i.e., winter session) when their sport was not in the CWUAA competitive season. Since some student-athletes commented that their "seasons" spanned the whole academic year, some of the resondents may have misinterpreted the in and out of season question, therefore, the figures for in and out of season class hours may be misleading. In an attempt to exclude the student-athletes who did not attend regular classes and those who may have misinterpreted the in and out of season question, the means were recalculated to exclude the responses of zero hours per week. Upon recalculation of the averages (excluding the zero responses), student-athletes spent significantly less time in class during the competitive season ($\bar{x}$ = 17.0 hours per week) than out of season ($\bar{x}$ = 17.6 hours per week) ($p<.001$). This indicates that student-athletes devoted more time to classes once their season was completed.

In the NCAA, the average time spent in classes during the season ranged from 13 hours per week in men's basketball to 15 hours per week in women's basketball and other female sports. Out of season, the average time spent in classes ranged from 13 hours per week in men's basketball to 16 hours per week in women's basketball (AIR, 1988a; AIR, 1989). These figures are lower than the mean class hours of the student-athletes in this study.

Absences from class can be disruptive to the flow and general understanding of the course material. On average, student-athletes missed 2.2 classes per week in season and only 1.0 class per week out of season ($p<.001$) (see Table 9). The increased number of classes missed during the season could be due to travel, fatigue, injury or injury rehabilitation, or preparing assignments or studying for other courses. An informal survey of CWUAA institutions revealed that student-athletes missed an average of 6.4 days of school during the season; ranging from 2.0 days in women's field hockey to 12.5 days in swimming (Sawchuk, 1984). The number of classes missed by student-athletes in this study was similar to the findings in the NCAA (AIR, 1988a; AIR 1989). The demands of interuniversity sport often interferes with the academic role of student-athletes and, as Rhatigan (1984) noted, no other students on campus are required to miss 15-20%

Table 9

Number of Classes Missed - In and Out of Season

	In Season		Out of Season	
Classes per Week	Number	Percent	Number	Percent
0	51	13.8	150	40.5
1	101	27.3	120	32.4
2	82	22.2	45	12.2
3	64	17.3	28	7.6
4	25	6.8	10	2.7
5	22	5.9	6	1.6
6	7	1.9	1	0.3
7	5	1.4	1	0.3
8	3	0.8	0	0.0
9	2	0.5	0	0.0
15	1	0.3	0	0.0
No Answer	7	1.9	9	2.4
MEAN	2.2		1.0	

*A significant difference was found between in and out of season ($p < .001$).

of their classes (due to travel) to receive their scholarship.

With the high time demands placed on student-athletes during the competitive season, it was expected that they would allocate more time to their studies once their season had terminated. As seen in Table 10, student-athletes did spend more time studying out of season than during the season ($p < .001$). On average, student-athletes spent 12.9 hours per week studying in season and 14.7 hours per week studying once the season had finished. There was a more dramatic difference between the in and out of season figures when the zero responses were excluded due to a possible misinterpretation of the question ($\bar{x}$ = 12.9 hours per week in season versus $\bar{x}$ = 16.2 hours per week out of season).

Table 10

Time Spent Studying - In and Out of Season

	In Season		Out of Season	
Hours per Week	Number	Percent	Number	Percent
0	1	0.3	33	8.9
1-5	71	19.2	37	10.0
6-10	124	33.5	90	24.3
11-15	78	21.1	71	19.2
16-20	49	13.2	55	14.9
21-25	19	5.1	28	7.6
26-30	18	4.9	25	6.8
31-35	3	0.8	7	1.9
36-40	5	1.4	11	3.0
41-45	1	0.3	3	0.8
46-50	0	0.0	1	0.3
51-55	1	0.3	0	0.0
56-60	0	0.0	1	0.3
No Answer	0	0.0	8	2.2
MEAN	12.9		14.7	
Mean Excluding Zeros	12.9		16.2	

*A significant difference was found between in and out of season (p<.001).

The amount of time that student-athletes have available to attend classes and study may affect their overall ability to achieve satisfactory grades and earn credits. In the U.S., Maloney and McCormick (1990) found that the student-athletes at Clemson University had lower grades (0.2 on a 4-point scale) and lighter class loads in season than out of season. There also has been an ongoing debate regarding the grade point averages (GPAs) of student-athletes versus non-athletes. Some studies have found that student-athletes achieved higher GPAs than non-athletes and some studies have found the opposite effect (Clarke, 1975; Kiger & Lorentzen, 1987; McTeer, 1983; Shaw &

Cordts, 1960; Snyder, 1985). The conflicting results of these studies may be due to the lack of uniformity in procedures, inconsistent terminology, inadequate samples sizes, short survey time span, or the reliance of grades as the sole measure of academic performance (Shaw & Cordts, 1960).

In Canada, McTeer (1983) found that the grades of student-athletes have been slightly lower than the grades of non-athletes. In general programmes, 62.7% of the student-athletes had GPA's below 6.0 (on a 12.0 scale), while 56% of the non-athletes had GPA's below 6.0. In the honours programme, 90.5% of the student-athletes had GPA's below 9.0 while only 66.6% of the non-athletes had GPA's below 9.0. Martens (1985) also found non-athletes to have higher GPAs than student-athletes for each academic year (t-values ranging from 2.27 to 3.42) in his study of physical education students at one Canadian university. The GPAs of the student-athletes in this study were not compared to the GPAs of non-athletes. The grades as reported by the student-athletes are shown in Table 11. Females reported significantly higher GPAs than males ($p<.05$). Other studies have also found that females had significantly higher marks than males (Birrell, 1988; Kiger & Lorentzen, 1987; Martens, 1985).

Just over 50% of the student-athletes were satisfied with their academic progress and over 30% were unsatisfied (see Table 12). Unfortunately, this study did not explore the reasons for their satisfaction or dissatisfaction. Their level of satisfaction could have depended on a number of factors including actual performance or outcome (i.e., grades), expectation of their performance or outcome, or their perception of the situation (i.e., course, professor, amount of

Table 11

Academic Standing

GPA	Number of Female	Percent Female	Number of Male	Percent Male	Total Number	Percent of Total
80% or above	34	20.1	30	15.0	64	17.3
70% to 79%	66	39.1	65	32.5	132*	35.7
60% to 69%	52	30.8	81	40.5	133	35.9
50% to 59%	8	4.7	13	6.5	21	5.7
Below 50%	0	0.0	2	1.0	2	0.5
Do Not Know	7	4.1	6	3.0	13	3.5
No Answer	2	1.2	3	1.5	5	1.4
TOTAL	169		200		370*	100.0

* One respondent did not specify his or her gender.
**Females were significantly higher than males ($p < .05$).

Table 12

Academic Satisfaction

Satisfied with Academics	Number	Percent
Strongly agree	35	9.5
Agree	155	41.9
Neither Agree nor Disagree	59	15.9
Disagree	96	25.9
Strongly Disagree	21	5.7
No Answer	4	1.1
TOTAL	370	100.0

preparation). Upon entering university, most student-athletes are idealistic and optimistic about their academic experience. Most feel that they will attend classes, complete their assignments, and graduate without any problems (Adler & Adler, 1985).

Most student-athletes in this study (94.1%) felt that it was important for them to obtain their university degree at the present time (see Table 13), however, when asked if they expected to obtain their degree, only 90.5% agreed. It might be suggested that those who did not expect to receive their degree (6.5%) may have attended university just to participate in athletics with the goal of becoming a member of a national or professional team. However, there was no significant difference in the aspiration of becoming a professional athlete or a member of a national team between those who did not expect a degree and the general population (70.8% versus 51.9%).

The academic expectation of student-athletes changed from the time they entered university to the time of the survey. The importance of

Table 13

Importance of Getting a Degree - At Time of Enrollment and Present Time

Degree is Important	At Enrollment		Present Time	
	Number	Percent	Number	Percent
Strongly Agree	263	71.1	287	77.6
Agree	66	17.8	61	16.5
Neither	24	6.5	11	3.0
Disagree	8	2.2	2	0.5
Strongly Disagree	6	1.6	5	1.4
No Answer	3	0.8	4	1.1
TOTAL	370	100.0	370	100.0

*A significant difference was found between enrollment and present time ($p < .001$).

obtaining a degree had significantly increased since enrolling at university ($p<.001$). As student-athletes got closer to completion, their expectations of obtaining a university degree increased. The number of years student-athletes take to complete their degree requirements has been greater than non-athletes (Martens, 1985; McTeer, 1987) and although student-athletes take longer, they were more likely to graduate than non-athletes (Martens, 1985; McTeer, 1983). Some of the reasons why student-athletes graduate late include: (1) to extend their athletic career; (2) academic demands; (3) conflicts between their academic and athletic programmes; and (4) changes in their academic programmes (McTeer, 1987).

Progress through university and degree completion can be affected by the support of significant others. Student-athletes were asked if significant others had been an important influence on their education. Family (76.2%) had the most influence on a student-athlete's education, followed by friends (49.7%) and professors (49.4%) (see Table 14). Slightly more student-athletes disagreed than agreed that teammates and

Table 14

Influence on the Student-Athlete's Education
(frequency and percent)

Has Been an Important Influence	Family #(%)	Team #(%)	Friend #(%)	Coach #(%)	Professor #(%)
Strongly Agree	148(40.0)	19(5.1)	37(10.0)	27(7.3)	40(10.8)
Agree	134(36.2)	92(24.9)	147(39.7)	74(20.0)	143(38.6)
Neither	47(12.7)	142(38.4)	108(29.2)	140(37.8)	111(30.0)
Disagree	24(6.5)	76(20.5)	55(14.9)	80(21.6)	44(11.9)
Strongly Disagree	14(3.8)	38(10.3)	20(5.4)	44(11.9)	28(7.6)
No Answer	3(0.8)	3(0.8)	3(0.8)	5(1.4)	4(1.1)

coaches had an important influence on their education. If team members do not have classes in common, they are not likely to have an impact on one another.

Coaches, on the other hand, should have an impact on a student-athlete's academic career as well as their athletic career. Many coaches hold academic appointments as faculty members and should be more cognizant of the academic mission of universities. However, the trend in universities has been to hire full-time coaches on limited term contracts with coaching as their primary responsibility and little, if any, academic responsibility. The renewal of such contracts is based on their coaching performance and, as a result, pressures the coach to concentrate on a student-athlete's athletic role and to neglect the student-athlete's academic role. This may explain the fact that only 19% of the student-athletes felt that their coach had helped them improve as a student. Over one-quarter of the respondents (26.6%) felt that their coach had not helped them improve as a student. However, if the student-athlete does not do well in school, he or she may be required to withdraw from university and be unable to compete the following year.

Academic advisors can help student-athletes adjust to university and to avoid academic failure. The primary causes of academic failure among student-athletes are lack of motivation; poor academic guidance (e.g., course selection); emotional or personal problems (e.g., first year adjustment); inadequate preparation for university; and poor study habits (e.g., high school study skills not adequate for university, poor time management, poor note taking skills) (Hawthorne, 1971).

In the U.S., many universities and colleges have extensive programmes for assisting their student-athletes including tutoring, study skills workshops, mandatory study hall, progress reports, diagnostic testing, first year orientation, personal development workshops, and career planning. Such programmes are not prevalent in Canadian universities. Some university teams in this study had academic advisors available to assist student-athletes with academic matters (see Table 15). Unfortunately, the scope of this study did not include questions as to the types of services the academic advisors provided to the student-athletes.

Of those student-athletes who had an advisor available to their team, 40.6% felt that their advisor was helpful, 28.8% felt that their advisor was not helpful, and 30.7% did not utilize the services of their advisor. Although more males reported having an academic advisor available to their team ($p<.05$), slightly more females than males found their academic advisor helpful (44.0% versus 38.3% respectively; not statistically significant).

Table 15

Availability of an Academic Advisor to the Team
(frequency and percent of valid cases)

	Yes # (%)	No # (%)
Female	84 (44.0)	66 (56.0)
Male	128 (67.0)	63 (33.0)
TOTAL	212 (62.2)	129 (37.8)

ATHLETIC ROLE

The large amount of time a student-athlete spends in sport activities such as practices, competitions, meetings, physiotherapy sessions, public relations functions, and fundraising can be a cause for concern. The general perception is that time spent in sport activities reduces the amount of time available for academic pursuits. In response to the criticisms of the time required of student-athletes participating in sport, the NCAA has recently passed legislation to limit spring practice time and the length of their competitive seasons (Berg, 1991). The athletic time demands of Canadian university student-athletes has not been to the same extent as NCAA student-athletes.

Student-athletes in the high profile NCAA sports of men's football and basketball spent 30.0 hours per week in season and 17.9 hours per week out of season in sport related activities. Student-athletes in other NCAA sports reported 24.6 and 15.6 hours per week in season and out of season respectively (AIR, 1988a). Devlin (1988) found that NCAA Division I, II, and III student-athletes spent 26.7, 24.7, and 18.8 hours per week respectively in their sport.

Sawchuck (1984) conducted an informal study of practice and competition time at the six CWUAA institutions. As reported by athletic directors and coaches, student-athletes practiced an average of 5.53 times per week for a total of 11.55 hours per week during the regular season. The total season's time commitment for student-athletes averaged 476.09 hours including practices, competitions, and other sport related activities.

By comparison, student-athletes in this study reported spending on average 20.1 hours per week in season and 11.6 hours per week out of season in activities related to their sport (p<.001) (see Table 16). More hours were spent on sport activities in season due to exhibition and league competitions and organized training sessions. However, the decrease of 8.5 sport activity hours from in season to out of season was not offset by an equal number of hours for academic matters. The student-athletes reported an overall increase of 12.0 hours in non-sport activities from in season to out of season. This included increases of 3.3 hours for studying, 3.3 hours for extracurricular activities, 3.0 hours for social activities, 1.8 hours for relaxing, and 0.6 hours for classes. The extra 3.5 hours attributed to out of season activities may be unaccounted in season sport related time such

Table 16

Time Demands of Sport - In and Out of Season

	In Season		Out of Season	
Hours per Week	Number	Percent	Number	Percent
0	0	0.0	5	1.4
1-5	9	2.4	52	14.1
6-10	21	5.7	146	39.5
11-15	98	26.5	92	24.9
16-20	92	24.9	43	11.6
21-25	71	19.2	15	4.1
26-30	49	13.2	12	3.2
31-35	12	3.2	0	0.0
36-40	11	3.0	0	0.0
46-50	1	0.3	0	0.0
56-60	2	0.5	0	0.0
No Answer	4	1.1	5	1.4
MEAN	20.1		11.6	

*A significant difference was found between in and out of season (p<.001).

as preparation time or non-activity time due to fatigue.

The amount of time a student-athlete spends in sport related activities may also be linked to the future athletic goals of the student-athlete and the satisfaction of his or her athletic performance. If a student-athlete desired to become a professional athlete or a member of a national team, that student-athlete likely trained or practiced over and above the team requirement. Similarly, if a student-athlete was not satisfied with his or her athletic performance, he or she may have taken steps to rectify that situation through increased practice.

Over 50% of the student-athletes (55.2%) were satisfied with their athletic performance (see Table 17). Unfortunately, the survey did not contain a question regarding why student-athletes were or were not satisfied. Student-athletes in the NCAA were considerably less satisfied with their athletic performance; satisfaction ranged from 10% of the male basketball players to 18% of the females in all sports (AIR, 1988a; AIR,1989). The level of satisfaction attributed to a

Table 17

Athletic Satisfaction

Satisfied with Athletics	Number	Percent
Strongly agree	38	10.3
Agree	166	44.9
Neither Agree nor Disagree	78	21.1
Disagree	69	18.6
Strongly Disagree	18	4.9
No Answer	1	0.3
TOTAL	370	100.0

student-athlete's athletic performance depended on a number of factors including his or her expectations about personal and team performance, the coach, and future aspirations. In addition, an untimely injury may have decreased the level of satisfaction.

In terms of future athletic expectations, over one-fifth (21.6%) of the student-athletes had a goal to become a professional athlete and 32.4% aspired to become a member of the national team in their sport. With a large number of opportunities for males (relative to females) to achieve professional status, males were significantly higher than females in their desire to turn professional ($p<.001$). Approximately one-third (33.2%) of the males reported that they wished to become a professional athlete which was higher than the number of NCAA basketball or football student-athletes (22%) wanting to become professional athletes (AIR, 1988a). There may be more student-athletes in Canada than the U.S. desiring professional athletic careers for a number of reasons: (1) the domination of Americans in the North American professional leagues forces Canadians to seek other opportunities and are possibly more aware of European leagues; (2) the larger population in the U.S. and generally higher level of inter-university competition may make U.S. student-athletes more realistic about their chances of becoming a professional athlete; and (3) Canadian professional leagues require a minimum number of Canadian athletes on the team rosters and therefore, provide opportunities for Canadians.

There was a small increase (19.9% to 23.3%) in the goal of becoming a professional athlete between the time of enrollment and the present time. This increase was not significant and likely due to an increased awareness of professional opportunities (for men and women) such as European leagues in basketball, ice hockey, soccer, and volleyball. On the other hand, there was a slight decrease (37.9% to 35.6%) in the goal of becoming a member of a national team between the time of enrollment and the present time. This decrease was not significant and possibly due to the age of the student-athlete or the higher calibre of competition at the university level, which is a more accurate test of the student-athlete's skill and ability.

The student-athletes' expectations of the coach can affect their satisfaction with athletics. Over 60% of the student-athletes (64.3%) felt that their coach had helped them improve as an athlete and almost one-fifth (19.1%) felt that their coach was a hinderance to their progress. However when the student-athletes were asked if their coach had been an important influence on their athletic career, three-quarters (74.3%) felt this was true but only 10% felt that their coach was not an important influence (see Table 18). The employment status and qualifications of the coach may have affected the level of importance that the student-athletes reported. Part-time coaches or coaches with faculty tenure may not have had the same commitment and dedication to coaching as coaches who were on contract. Coaches on contract must produce a successful team for job security and therefore, face more pressure to develop athletes than coaches who are tenured faculty (i.e., open ended appointment) or part-time (i.e., year to year).

As expected, teammates were a great influence on a student-athlete's athletic career. Familial support may be affected by the geographic location of family members (i.e., possibly more support from

Table 18

Influence on the Student-Athlete's Athletic Career
(frequency and percent)

Has Been an Important Influence	Family #(%)	Team #(%)	Friend #(%)	Coach #(%)	Professor #(%)
Strongly Agree	91(24.6)	127(34.3)	46(12.4)	144(38.9)	6(1.6)
Agree	140(37.8)	169(45.7)	144(38.9)	131(35.4)	23(6.2)
Neither	69(18.6)	46(12.4)	102(27.6)	53(14.3)	107(28.9)
Disagree	48(13.0)	15(4.1)	63(17.0)	20(5.4)	134(36.2)
Strongly Disagree	19(5.1)	8(2.2)	12(3.2)	16(4.3)	97(26.2)
No Answer	3(0.8)	5(1.4)	3(0.8)	6(1.6)	3(0.8)

family members who lived in the same city as the student-athlete) or the sport background of the family (e.g., other family members who competed for the university). The low support from professors may be due to the fact that they are often unaware of student-athletes in their classes.

SOCIAL ROLE

The social role of a university student-athlete included activities that were not related to his or her academic or athletic role such as extracurricular activities, social activities, and relaxing. However, there was a some overlap between social activities and academic or athletic activities. For example, a study group may have also included time for social interaction or an athletic fundraiser may have been a social function as well.

Overall, student-athletes were satisfied with their university social life (see Table 19). The social life of university students has been glamourized in movies and television and the effects of such

Table 19

Social Life Satisfaction

Satisfied with Social Life	Number	Percent
Strongly agree	55	14.9
Agree	178	48.1
Neither Agree nor Disagree	54	14.6
Disagree	68	18.4
Strongly Disagree	14	3.8
No Answer	1	0.3
TOTAL	370	100.0

fictitious scenarios may have influenced the expectations and therefore, satisfaction of a student-athlete's social life. The expectations of student-athletes regarding their social life was not examined in this study.

The amount of time available for activities beyond academics and athletics was certainly limited. Tables 20 through 22 show the amount of time student-athletes spent on extracurricular activities, social activities, and relaxing, both in season and out of season. On average, student-athletes spent 4.0 hours per week in extracurricular activities (e.g., intramurals or club functions) in season and 7.3 hours per week out of season ($p < .001$) (see Table 20). Approximately one-third (33.5%) of the respondents were members of a university club, however, only 27.6% attended organized campus activities outside of athletics on a regular basis.

Student-athletes in this study spent slightly more time in extracurricular activities than NCAA student-athletes who averaged from 3.0 hours per week (women's basketball) to 4.3 hours per week (all

Table 20

Time in Extracurricular Activities - In and Out of Season

	In Season		Out of Season	
Hours per Week	Number	Percent	Number	Percent
0	87	23.5	31	8.4
1-5	203	54.9	134	36.2
6-10	61	16.5	132	35.7
11-15	9	2.4	40	10.8
16-20	6	1.6	18	4.9
21-25	2	0.5	4	1.1
26-30	1	0.3	3	0.8
No Answer	1	0.3	8	2.2
MEAN	4.0		7.3	

*A significant difference was found between in and out of season ($p<.001$).

sports except men's basketball and football) during the season and 6.0 hours per week (women's basketball) to 7.0 hours per week (men's basketball) out of season (AIR, 1988a, 1989).

McTeer (1987) examined the participation rates in extracurricular activities of Canadian student-athletes. In a small university, 91.8% participated in sport related activities (other than their own), 14.3% were involved in student government, and 71.4% participated in other student activities. In a large university, 59.4% participated in sport related activities, 25.5% were involved in student government, and 52.8% participated in other student activities.

In other social activities (e.g., parties, movies, dates), student-athletes spent an average of 9.7 hours per week during the season and 12.7 hours per week out of season ($p<.001$) (see Table 21).

Table 21

Time in Social Activities - In and Out of Season

	In Season		Out of Season	
Hours per Week	Number	Percent	Number	Percent
0	9	2.4	4	1.1
1-5	110	29.7	49	13.2
6-10	150	40.5	138	37.3
11-15	46	12.4	74	20.0
16-20	35	9.5	59	15.9
21-25	7	1.9	14	3.8
26-30	9	2.4	16	4.3
31-35	0	0.0	5	1.4
36-40	3	0.8	2	0.5
No Answer	1	0.3	9	2.4
MEAN		9.7		12.7

*A significant difference was found between in and out of season ($p<.001$).

NCAA student-athletes averaged from 9.0 hours per week (women's basketball) to 11.4 hours per week (all sports except men's basketball and football) during the season and 13.0 hours per week (all women's sports) to 14.1 hours per week (all sports except men's basketball and football) out of season (AIR, 1988a, 1989).

Student-athletes in this study spent on average 8.0 hours per week relaxing during the season and 9.8 hours per week out of season ($p<.001$) (see Table 22). Relative to student-athletes in the NCAA, the respondents in this study spent similar amounts of time relaxing as the NCAA female student-athletes in sports other than basketball (8.0 hours per week in season and 9.0 hours per week out of season). Participants in NCAA men's basketball reported spending 12.0 hours per week relaxing

Table 22

Time Spent Relaxing - In and Out of Season

	In Season		Out of Season	
Hours per Week	Number	Percent	Number	Percent
0	17	4.6	8	2.2
1-5	155	41.9	118	31.9
6-10	127	34.3	135	36.5
11-15	30	8.1	51	13.8
16-20	21	5.7	27	7.3
21-25	7	1.9	5	1.4
26-30	3	0.8	9	2.4
31-35	1	0.3	3	0.8
36-40	0	0.0	1	0.3
41-45	1	0.3	0	0.0
46-50	1	0.3	1	0.3
56-60	0	0.0	2	0.5
More than 60	1	0.3	0	0.0
No Answer	6	1.6	10	2.7
MEAN		8.0		9.8

*A significant difference was found between in and out of season ($p<.001$).

during the season and student-athletes in sports other than men's basketball and football spent 12.8 hours per week relaxing out of season (AIR, 1988a, 1989).

The significant differences in social time (extracurricular activities, social activities, and relaxing) between in season and out of season indicates that athletic pursuits limited the social role of student-athletes. Although most respondents reported that they were satisfied with their social life, their time commitment to athletics may have prevented them from participating in other activities. However, 64.0% did not feel isolated from the general student body (see

Table 23). Adler and Adler (1985) found that many student-athletes in the U.S. felt isolated from other students in a number of ways: geographically, they had separate athletic dorms; temporally, their athletic time demands prevented them from participating in student functions; culturally, many felt separated due to their socioeconomic status or race; and physically, many of the athletes were distinct due to their size and build.

The previous sections have provided some answers to this study's sub-problems regarding the demands and satisfactions of a student-athlete's academic, athletic, and social roles. Student-athletes spent many hours in academic and athletic activities and considerably fewer hours in social activities. The majority of student-athletes felt satisfied with their academic, athletic, and social roles. Many situations (e.g., conflict, compromise, and priorities) are not associated with just one role category. The next section will highlight those instances in which two or more roles played an interactive function.

Table 23

Association with Student Body

Feel Cutoff From Student Body	Number	Percent
Strongly agree	7	1.9
Agree	52	14.1
Neither Agree nor Disagree	70	18.9
Disagree	164	44.3
Strongly Disagree	73	19.7
No Answer	4	1.1
TOTAL	370	100.0

INTERACTIVE (STUDENT-ATHLETE) ROLE

The interactive role refers to the situations in which the academic, athletic, and to some extent, social roles could not be separated. This section is divided into four parts. In part one, the effects of being a student-athlete in terms of academic irregularities and the difficulties of being a student-athlete is described. The potential conflict between academics and athletics is outlined in part two and the third part deals with the priorities that student-athletes must set and the compromises that they make as a result of being a student-athlete. Finally, part four highlights the influence of coaches on the student-athletes' academic career.

Effects

Student-athletes are "one of several identifiable categories of students on campus with unique abilities or histories which set them apart from the rest of the student body" (Mihalich, 1982, p. 97). However, student-athletes must be responsible for their education by setting educational goals and working toward those goals subject to all the standards, requirements, and pressures of regular students (Hawthorne, 1971). The demands of interuniversity athletics often prevent student-athletes from making education their top priority. Due to time constraints, some student-athletes experience irregularities with their academic pursuits. Table 24 shows the frequency and percentage of student-athletes who engaged in irregular academic behaviour. The number of student-athletes who engaged in these academic behaviours was higher than expected and somewhat shocking. For example, the number of student-athletes who reported to have cheated on school work translates into one in every seven

Table 24

Academic Irregularities by Student-Athletes
(frequency and percent of valid cases)

	Yes	No
Took fewer courses per term	230 (62.2)	140 (37.8)
Cut classes	211 (57.2)	158 (42.8)
Repeated courses	118 (32.3)	247 (67.7)
Took easy courses	111 (30.3)	255 (69.7)
Attended Spring or Summer Session	88 (24.4)	273 (75.6)
Missed taking courses wanted	81 (22.0)	287 (78.0)
Found courses difficult	70 (19.0)	298 (81.0)
Took a less demanding major	65 (18.2)	293 (81.8)
Cheated on school work	54 (14.6)	315 (85.4)
Missed important exams	53 (14.3)	317 (85.7)
On academic probation	50 (13.7)	315 (86.3)
Incomplete grades	29 (8.0)	333 (92.0)

student-athletes! Unfortunately, data was not collected from non-athletes and therefore, comparisons can not be made between student-athletes and the general student population.

A clear majority of the student-athletes in this study had taken fewer courses per term in order to reduce their work load. McTeer (1987) also found that many Canadian student-athletes took less than a full course load and therefore, took longer to graduate. As cited previously, student-athletes graduated late due to athletic reasons (e.g., extended athletic career, conflicts between academics and athletics) as well as academic reasons (e.g., changed programme). Student-athletes at two Canadian universities were less likely than students not involved in athletics to graduate on time, however, these differences were not statistically significant (77.1% of the non-athletes versus 65.7% of the student-athletes at University A and 65.9% of the non-athletes versus 55.7% of the student-athletes at University

B). One-quarter of the student-athletes in this study took classes during a spring or summer session, likely to make up credits for classes not taken during the athletic season.

The potential conflict between academics and athletics has forced some student-athletes to make academic sacrifices such as take a less demanding major or miss courses they wanted to take. Easy or "slack" courses have also allowed student-athletes to reduce their workload during the athletic season and potentially increase their overall GPA.

Although many students skip classes, student-athletes may cut classes for entirely different reasons such as travel, injury, rehabilitation, public relations functions, fatigue due to sport, or preparing assignments for other courses that were not completed due to athletics. Missed classes interfere with the overall comprehension of the course material as well as assignment deadlines and examinations. Of those who reported missing important exams, 66.0% were female (p<.01). This difference should not suggest that women missed more exams than men but perhaps that women were more likely than men to deem their exams important.

Student-athletes who found courses difficult may not have been adequately prepared through prerequisites or they may have underestimated the difficulty of the course requirements. The unsatisfactory completion of courses would require a student to withdraw from university or be placed on academic probation. Over two-thirds of the student-athletes (68.0%) who reported that they had been on academic probation were male (p<.05). Males were also significantly more likely than females to have repeated a course (40.0% versus 23.7%; p<.01) or have incompleted grades (11.3% versus 4.2%;

$p<.05$). A student-athlete may have received an incomplete grade for a physical activity class in which an injury prevented the student-athlete from completing the course.

Regardless, student-athletes should have the same opportunity to earn a degree that any other student has, and the fact that he or she is an athlete should neither encumber nor aid his or her progress (Hawthorne, 1971). In comparison to the general student body, student-athletes found some aspects of their academic life easier and some aspects more difficult. Of the ten items listed in Table 25, only

Table 25

Potential Difficulties of Being a Student-Athlete
(frequency and percent of valid cases)

Relative to other students:	Much Easier #(%)	Easier #(%)	No Difference #(%)	Harder #(%)	Much Harder #(%)
CAPABLE	3(0.8)	10(2.7)	49(13.3)	209(56.6)	98(26.6)
CHOOSE	2(0.5)	19(5.2)	248(67.4)	81(22.0)	18(4.9)
KEEPUP	2(0.5)	13(3.5)	55(14.9)	219(59.2)	81(21.9)
PREPARE	3(0.8)	10(2.7)	72(19.5)	226(61.1)	59(15.9)
PRIORITY	2(0.5)	9(2.4)	75(20.3)	212(57.3)	72(19.5)
PROFHELP	13(3.5)	70(18.9)	254(68.6)	26(7.0)	7(1.9)
RESCHED	47(12.7)	191(51.8)	89(24.1)	34(9.2)	8(2.2)
SERIOUS	9(2.4)	16(4.3)	207(55.9)	107(28.9)	31(8.4)
STUDYEX	2(0.5)	12(3.2)	60(16.2)	229(61.9)	67(18.1)
TAHELP	6(1.6)	33(8.9)	304(82.4)	20(5.4)	6(1.6)

CAPABLE	Getting grades capable of attaining
CHOOSE	Choosing courses wanted to take
KEEPUP	Keep up with school work
PREPARE	Prepare for classes
PRIORITY	Make academics a top priority
PROFHELP	Get help from professors
RESCHED	Reschedule missed exams or assignments
SERIOUS	Regarded as a serious student by professors
STUDYEX	Study for exams
TAHELP	Get help from teaching assistants

one item was viewed as easier for student-athletes than other students. It was not surprising that student-athletes felt that they were able to reschedule their exams and assignments. Most professors were willing to cooperate given adequate notice.

The remaining items were judged as more difficult for student-athletes compared to other students. The primary reason would be the competing demand for time between athletics and academics. With a limited amount of time for academic endeavours, student-athletes felt that it was difficult to keep up with their school work, prepare for classes, study for exams, and ultimately, make academics a top priority and get the grades they were capable of attaining. A rigorous practice schedule would also limit the choice of courses in which student-athletes could enroll.

The stereotype of a "dumb jock" may have created difficulties for student-athletes to be regarded as serious students or in obtaining help from professors and teaching assistants. It is likely that many professors were unaware of student-athletes in their class.

Conflict

The demands of both academics and athletics creates the potential for conflict. More specifically, the two roles compete for the same resources: time, energy, and money. Student-athletes may experience conflict because their academic and athletic roles pull them in too many directions (Adler & Adler, 1987). However, only one-third of the student-athletes (33.9%) agreed that there was a conflict between academics and athletics and almost one-half of the student-athletes (47.7%) disagreed.

The severity of role conflict depends on the incompatibility and flexibility of the roles and the conflict increases as expectations or role demands increase (Getzels & Guba, 1954). For student-athletes, the greatest pressure may be the inflexibility of athletic participation with daily training schedules and weekly competitions (Mihalich, 1982). However, a student-athlete's personality will determine the extent of role conflict. Conflict only exists if the student-athlete perceives a difficulty in fulfiling his or her role obligations (Goode, 1960). In this study, 65.0% of the student-athletes were satisfied with how they balanced the roles of athlete and student. Only one-fifth of the student-athletes (20.1%) felt that they were not satisfactorily balancing their academic and athletic roles. The diversity and overlap of roles may not necessarily be dysfunctional (Sieber, 1974) and therefore, many of the student-athletes may not have experienced conflict.

In terms of energy expenditure, Marks (1977) and Lance (1987) noted that there were two approaches to viewing multiple demands. The scarcity approach implies that there is a limited amount of energy and it is replenished on a daily basis. The expansion or abundant energy approach implies that some roles consume energy but some may create energy for other roles. For student-athletes, there is a potential conflict if energy is viewed as a limited resource under the scarcity approach but from an abundant energy approach, their academic and athletic roles may be mutually beneficial. If student-athletes have high interest or commitment to both roles, conflict may not materialize and they are able to successfully handle both roles.

Priorities and Compromise

The potential for conflict between roles means that student-

Table 26

Priorities of the Student-Athletes
(Lower Ranking = Higher Priority)

Rank		Mean Rank	Std.Dev.
1	Find a career that suits my interests	3.10[1]	2.18
2	Improve my athletic abilities	3.92[1]	1.80
3	How much I learn at university	4.26[2]	2.19
4	My GPA when I graduate	4.43[3]	2.41
5	Have fulfilling, close personal relationship(s)	4.81[4]	2.20
6	Become financially secure	4.84[4]	2.49
7	Win at my sport	4.93[5]	2.06
8	Have a good time at university	5.70[1]	2.00

[1] Significantly different from all others ($p<.05$).

[2] Significantly different from all except statement 4 ($p<.05$).

[3] Significantly different from statements 1,2,7,8 ($p<.05$).

[4] Significantly different from statements 1,2,3,8 ($p<.05$).

[5] Significantly different from statements 1,2,3,4,8 ($p<.05$).

athletes must set priorities and make compromises. In examining the priorities of the student-athletes, they were asked to force rank eight statements that related to their academics, athletics, social life, and career goals. The average ranking of those statements is shown in Table 26. Among the eight statements, the academic statements (i.e., amount of learning and GPA) were ranked third and fourth. The statement "How much I learn at university" was significantly different from all the other statements except number four and the statement about the student-athlete's GPA was significantly different from the first and last two statements ($p<.05$). The athletic statements (i.e., athletic ability and winning) were ranked second and seventh. A significant difference was found between the athletic ability statement and all the other statements ($p<.05$). The seventh statement regarding winning was significantly different from the statements one to four and eight ($p<.05$) and may be considerably different from the coach's priority on winning. Socially, the student-athletes ranked the relationship statement fifth and the goodtime statement eighth. The relationship statement was significantly different from statements one to three and eight and the good time statement was significantly different from all the others. Of the eight statements, student-athletes felt that their first priority was to find a career that suited their interests ($p<.05$). The desire to become financially secure was ranked sixth and was significantly different from statements one to three and eight.

In another measure of the student-athletes' priorities, they were asked to allocate an extra sixty minutes to their current daily activities. If they had an extra hour in their schedules, the student-athletes chose to spend almost one-third of that time (19.5 minutes) studying, followed by 12.7 minutes relaxing, 10.6 minutes socializing, 8.3 minutes practicing, 7.7 minutes participating in extracurricular activities, and 1.1 minutes attending class. Studying was allocated significantly more minutes than the other options possibly because the student-athletes felt that their academics were being neglected ($p<.001$). Student-athletes also desired more time in social activities such as relaxing and socializing. Very few student-athletes wished to spend more time in the classroom ($p<.001$).

Although academic endeavours were a high priority in the rankings and the allocation of extra time, over one-half of the student-athletes (55.7%) felt that they had compromised their academics for athletics. On the other hand, 33.5% of the student-athletes felt that they had compromised their athletics for academics. The social life of the student-athletes was compromised for both athletics and academics ($p<.001$). Social life was also compromised first among NCAA student-athletes (Bedker Meyer, 1988; Devlin, 1988).

Student-athletes who had missed practice for school related reasons was evidence that they were occasionally choosing academics over athletics. Many student-athletes reported that they had asked to miss practice for academic reasons and almost all were permitted to miss practice (see Table 27).

The ability to successfully juggle the different roles of a student-athlete requires exceptional time management skills. Almost 60% of the student-athletes (58.3%) felt that they were better at managing their time than non-athletes. Student-athletes may find time management relatively easy because their class and athletic time is quite structured and the remaining time is usually spent studying or on other personal matters (e.g., eating, sleeping).

Table 27

Missing Practice for Academics
(frequency and percent of valid cases)

	Yes # (%)	No # (%)
Ask to miss practice	236 (65.0)	127 (35.0)
Allowed to miss practice	322 (92.3)	27 (7.7)

Influence of the Coach on Academics

Most student-athletes felt that their coach should play an important role in their education. Over 95% of the student-athletes (95.4%) felt that it was important for a university coach to encourage his or her student-athletes to perform well academically and 82.5% of the student-athletes felt it was important for a university coach to keep track of a student-athlete's performance in his or her courses. Despite the importance of a coach's involvement, relatively few coaches actually discussed academic course work or grades with their student-athletes (see Tables 28 and 29). In addition, even fewer student-athletes felt that their coach was an important influence on their education or helped them improve as a student (see Tables 14 and 30).

When asked if the demands of their coach prevented them from being a better student, 28.3% of the student-athletes felt that their coach's demands were detrimental to their studies (see Table 30). One-quarter

Table 28

Coach Discusses Academic Course Work with Student-Athlete
(frequency and percent of valid cases)

	Yes # (%)	No # (%)
Female	99 (60.4)	65 (39.6)
Male	143 (73.0)	53 (27.0)
TOTAL	242 (67.2)	118 (32.8)

* A significant difference was found between females and males (p<.01).

Table 29

Coach Discusses Grades with Student-Athlete
(frequency and percent of valid cases)

	Yes # (%)	No # (%)
Female	78 (47.0)	88 (53.0)
Male	125 (63.8)	71 (36.2)
TOTAL	203 (56.1)	159 (43.9)

* A significant difference was found between females and males (p<.05)

Table 30
Influence of the Coach on Academics
(frequency and percent of valid cases)

	Strongly Agree # (%)	Agree # (%)	Neither A nor D # (%)	Disagree # (%)	Strongly Disagree # (%)
DEMAND	22 (6.0)	83 (22.6)	90 (24.5)	138 (37.6)	34 (9.3)
PRESSURE	26 (7.1)	65 (17.8)	74 (20.2)	127 (34.7)	74 (20.2)
ENCOURAGE	231 (62.4)	122 (33.0)	12 (3.2)	2 (0.5)	3 (0.8)
TRACK	146 (39.5)	159 (43.0)	45 (12.2)	16 (4.3)	4 (1.1)
IMPROVE	11 (3.0)	59 (16.0)	200 (54.3)	71 (19.3)	27 (7.3)

DEMAND	My coach's demands prevent me from being a better student.
PRESSURE	I feel pressure to be an athlete first and a student second.
ENCOURAGE	It is important for the coach to encourage academics.
TRACK	It is important for the coach to keep track of grades.
IMPROVE	My coach has helped me improve as a student.

of the student-athletes (24.6%) felt pressure to be an athlete first and a student second. Time demands set by the coach (practice, films, meetings, travel, other related demands such as media functions or fundraising) conflicts with potential academic time (Adler & Adler, 1985).

The demands of travel throughout the season also limited the amount of time available for studying. Henschen and Fry (1984) found a direct correlation between the number of roadtrips and graduation percentage. Teams that travelled more frequently had fewer student-athletes that graduated. While on the road, coaches should be encouraging student-athletes to study. In this study, 64.2% of the student-athletes reported that their coach encouraged them to study during roadtrips. More female than male student-athletes stated that their coach promoted the idea of studying on roadtrips (73.5% versus 56.8%; $p<.05$). Studying on roadtrips can be difficult for many student-athletes and the absence from university classes often disrupts the progression of material presented (Rhatigan, 1984).

Hawthorne (1971) feels that coaches should accept the responsibility for their student-athletes and show more concern for their academic programme. He also states that coaches should not recruit those student-athletes who are incapable of handling university level work. This creates a potential conflict of interest for coaches who must develop a competitive team on one hand, and on the other hand, pass over the top athletes with marginal academic skills. Most Canadian universities have a minimum entrance requirement and students who do not meet the standard are simply not admitted. The assumption is that student-athletes who meet the minimum standard and enter university should be capable of handling university level work, and therefore, earn a degree. However, the shift from high school to university academics can be a shock to even the best students and the demands of interuniversity sport can compound the problem. Upon entering university, student-athletes should be provided with an orientation to assist them in their adjustment to university life.

A programme administrator should provide a general introduction to the student-athletes regarding league and university regulations, expectations, and student services available within the athletic department and on campus. The coach should provide more detailed information and act as an advisor to the student-athlete. It is in this role that the coach should take on the responsibility of facilitating and encouraging a student-athlete's academic programme (Figler, 1988).

THE ADMINISTRATOR'S ROLE

Interuniversity athletics in Canada has distinctive characteristics and athletic programmes are considered to be an integral part of university life (Matthews, 1974). As part of the educational experience, there are two basic premises:

> 1. The first premise is that every self-respecting college and university should regard student-athletes as students first and athletes second, and should be genuinely committed to the academic progress and timely graduation of student-athletes as the first priority.
>
> 2. The second basic premise is that intercollegiate student-athletes experience real and unique physical and psychological pressures and unusual demands on their time and energy, and these must be considered by the administration and faculty in the interests of justice to all students and to the institution itself (Mihalich, 1982, p. 96).

The role of the administrator is to develop a well rounded individual through interuniversity athletics and to create an atmosphere which will facilitate academic, athletic, and social growth. As well as being responsible to the university and its policies, administrators are responsible for the overall welfare of the student-athletes and must direct coaches to be consistent with the academic mission of the university.

In the planning and operation of interuniversity athletics, the decision making must reflect the needs and interests of the student-athlete. Chelladurai and Danylchuk (1984) studied the perceptions of administrators regarding the operative goals of interuniversity athletics. They were asked to rank nine goals: achieved excellence, athletes' personal growth, career opportunities, entertainment, financial, national sport development, prestige, public relations, and transmission of culture. Despite budget cutbacks and financial difficulties for interuniversity athletics, it was reassuring to have the personal growth of athletes ranked among the significant set of goals.

Personnel decisions in the appointment of coaches are critical to the success of any interuniversity athletic programme. The qualifications of a successful coach are ambiguous and the criteria for hiring a coach, who can act in both an athletic and academic capacity and display a genuine concern for the welfare of student-athletes, can be overwhelming. Administrators must accept the responsibility for attracting and hiring the candidate who will best demonstrate those qualities that will benefit the university and the student-athlete. After hiring a coach, administrators must ensure that the new coach is prepared for his or her role relationship with student-athletes in a university environment. Perhaps coaches should attend an information session that outlines the difficulties of being a student-athlete and provides techniques which the coach can utilize to facilitate a student-athlete's academic endeavours.

Although most administrators are aware of their obligation to facilitate the endeavours of student-athletes, applying these principles may be more difficult. Athletically, coaches are naturally responsible for the development of a student-athlete's athletic skill and ability. Socially, student-athletes should seek their individual niche but administrators and coaches should ensure that athletics does not impinge or limit the time student-athletes need to experience university life. Academically, student-athletes are often left to their own defenses. Some teams are assigned an academic advisor to provide assistance, however, almost 60% of the student-athletes did not seek the advisor's services or felt that the advisors were not helpful.

In most instances, academic assistance is available if required, but that necessitates student-athletes to ask for help. Administrators and coaches must take a proactive role in facilitating a student-athlete's education because many will not request assistance until it is too late. Some student-athletes may not be aware of the academic support services that are available to students, which emphasizes the need for a first year orientation. The unique demands on student-athletes calls for an orientation that is specifically designed to include information regarding university and league regulations, expectations, and academic support services.

Administrators can minimize the impact of athletics on a student-athlete's academic role by assisting them in seeking a balance between their academic and athletic demands and reducing the potential time conflict between the two roles. This can be accomplished through the prudent scheduling of training and competition periods. When scheduling, administrators should consider the amount of travel, length of season, and examination schedules.

Another major concern of administrators should be the financial demands placed on student-athletes. The upwardly spiraling cost of a university education and continually increasing cost of living may be an extraordinary financial burden for some student-athletes and detract from their academic and athletic pursuits. Financial assistance must be found for student-athletes in need, however, the CIAU and CWUAA regulations limit the amount of scholarships and awards and some student-athletes must seek employment to supplement these grants. The establishment of endowments for additional scholarships or lobbying the CIAU for an increase in the allowable maximum are possible projects for administrators. Every effort must be made by administrators to ensure the financial well-being of the student-athletes.

CHAPTER V

SUMMARY AND CONCLUSIONS

Universities are first and foremost academic institutions. The role of interuniversity athletics should coincide with the mission and philosophy of each university (Connell, 1986; McKinnon, 1986; Council of Ontario Universities, 1985). As Matthews (1974) stated, "the role and function of athletic programs within a university will depend on that institution's accepted definition of education .... Athletics, together with physical education, should be regarded as an integral part of the educational process" (p. 15). One student-athlete from this study commented:

> I feel that having been an intercollegiate athlete has contributed greatly to my overall education as a person. It has taught me things about life that I never would have learned in the classroom or lab. The role of student and the role of athlete can complement each other if they are managed effectively.

Upon examination of the first sub-problem, this study found that the demands of being a student-athlete were quite taxing. Over one-quarter of the student-athletes (28.6%) felt that their coach's demands prevented them from being a better student. During the athletic season, student-athletes spent on average 20.1 hours per week participating in athletics compared to 17.0 hours per week in classes, 12.9 hours per week studying, 21.7 hours per week in social and extracurricular activities, and 8.0 hours per week relaxing. Once the season was over, there was a significant change in the amount of time spent in each activity ($p<.001$). Out of season they spent 8.5 hours per week less in their sport activities but spent more time in class, studying, participating in social and extracurricular activities, and relaxing (0.6, 3.3, 6.3, and 1.8 hours per week respectively). In addition, some student-athletes (34.1%) worked during the season and 13.0% of the student-athletes had to work 12 or more hours per week which could be detrimental to both their academic and athletic careers.

With respect to the second sub-problem on satisfaction, the student-athletes were generally satisfied despite the long hours that they spent on their academics, athletics, and social life. More than 50% of the student-athletes responded that they were satisfied with their academic (51.4%), athletic (55.2%), and social (63.0%) roles.

The third sub-problem addressed the potential conflict between roles. Student-athletes were required to balance the roles of being a student and being an athlete. Many of the student-athletes (65.0%) felt that they had been successful at balancing the two roles, however, 24.9% of the student-athletes felt pressure to be an athlete first and a student second. The competition between academic and athletic roles for the limited resources of time, energy, and money created the potential for conflict, however only 33.4% of the student-athletes had actually felt conflict between academics and athletics. The degree of conflict experienced by student-athletes would depend on the individual. Some student-athletes have good time management skills and therefore, manage to avoid potential conflict. Furthermore, the combination of athletics and academics for some student-athletes may actually complement each other rather than compete against each other.

The final two sub-problems looked at compromises among the three roles and the priorities placed on them. Although many of the student-athletes indicated that their education was a important to them, more than one-half of the student-athletes (55.7%) reported that they had compromised their education for their athletic activities. Social activities were compromised for both academic and athletic pursuits. The first priority for student-athletes was to find a career that suits them. The desire to improve their athletic ability ranked second out of eight statements, however, the desire to win at their sport only ranked seventh. Coaches may be putting more priority on winning than the student-athletes actually desire. Academically, the student-athletes ranked learning at university and their GPA third and fourth respectively. Social statements were ranked fifth and eighth.

As a result of being a student-athlete, many had engaged in irregular academic behaviour such as taking fewer courses per term (62.2%), cutting classes (57.2%), repeating courses (32.3%), taking easy courses (30.3%), missing courses they wanted to take (22.0%), taking a less demanding major (18.2%), cheating (14.6%), and missing important exams (14.3%). They also felt that certain academic activities were more difficult for student-athletes than other students. These activities included: getting the grades they were capable of attaining (83.2%), keeping up with school work (81.1%), studying for exams (80.0%), preparing for classes (77.0%), and making academics their top priority (76.8%). The irregular academic behaviour and potential difficulties for student-athletes may simply be a question of time management, however, student-athletes should not have to make academic sacrifices (e.g., take a less demanding major or miss a course that they want to take) in order to participate in interuniversity athletics.

Student-athletes valued the importance of a university degree and wanted their coaches, as university representatives, to take an active role and assist them in their academic endeavours. The results showed that almost all student-athletes (95.4%) felt it was important for coaches to encourage their educational pursuits but only two-thirds of the student-athletes (67.2%) reported having discussions with their coach regarding their academic progress. Only 19.0% of the student-athletes felt that their coach had helped them improve as a student. One student-athlete commented:

> There are many times when the importance of academics has been mentioned but this appears to be only lip-service done for some unknown purpose. If more prudent scheduling was undertaken, fewer classes could be missed and less time catching up would be needed.

Administrators of interuniversity sport should evaluate their priorities and consider the academic welfare of the student-athletes when revising policies, schedules, rules and regulations. With increasing budget constraints, more pressure may be placed on student-athletes to participate in fundraising activities which may decrease their academic and social time. With heavy time demands, student-athletes could benefit from an orientation programme which would provide workshops on university survival techniques (e.g., time management or study skills), inform the student-athletes about the availability of academic support services on campus, and help first year student-athletes adjust to university life. Coaches should also be prepared for his or her role relationship with student-athletes. Perhaps coaches should attend an information session that outlines the difficulties of being a student-athlete and provides techniques which the coach can utilize to facilitate a student-athlete's academic endeavours. It is essential that administrators and coaches take a proactive approach to academics rather than rely on the student-athletes to seek assistance, often when it is too late.

As administrators and educators, athletic directors and coaches should show leadership and initiative by communicating the educational virtues of athletics to the student-athletes and provide programmes which facilitate the pursuit of excellence in both academics and athletics.

Recommendations for Future Research

The lack of information regarding Canadian interuniversity student-athletes and their ability to deal with the demands of university academics and athletics necessitates more research in this area. In making programme decisions, administrators should be aware of the needs and interests of the student-athlete.

This study was limited in its scope and further data analysis is warranted to include an examination of the data on a sport by sport basis and to expand the study across Canada. In addition, the questionnaire in this study was designed to elicit quantitative data (see Appendix F for a list of recommended changes to the questionnaire). The inclusion of qualitative questions and interviews with the student-athletes would attempt to extract the rationales of their responses and provide a more detailed analysis of the data.

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Appendix A

Letter of Introduction to the Student-Athletes

Dear CWUAA Student-Athlete:

I am a student in my second year of the Master's program at the University of Alberta and my area of specialization is university athletics. Over the past eight years, I have been extensively involved in the administration of interuniversity athletic programs at two western Canadian universities. The purpose of the attached questionnaire is to study the experiences of student-athletes in the Canada West Conference. The survey includes questions on various aspects of a student-athlete's academic, athletic, and social roles.

The questionnaire will take twenty to twenty-five (20-25) minutes to complete. Please return it to your coach or athletic office, as directed, within one week. Your cooperation in completing and returning this questionnaire will be greatly appreciated.

Your responses will be kept strictly confidential, and to ensure your confidentiality, I ask that you return the questionnaire to your coach or athletic office in the envelope provided. You may also decline to respond to any question you choose not to answer. The return of your completed questionnaire will indicate your consent to participate in this study.

Thank you for your assistance with my research. If you have any questions, please feel free to contact me at the above address.

Sincerely,

Brenda L. Chinn

Appendix B

Student-Athlete Questionnaire

STUDENT-ATHLETE QUESTIONNAIRE

Your participation in this study is greatly appreciated. Through your efforts, valuable information will be collected with respect to the academic, athletic, and social roles of student-athletes in the Canada West University Athletic Association.

To answer the questions in this survey, circle the appropriate answer. For some questions, you will be required to write your answer on the lines provided. Please ignore the numbers along the right side of each page in the questionnaire. These numbers are for coding purposes only.

Please return this questionnaire to your coach or the athletic office within one week. To ensure your confidentiality, please return your questionnaire in the envelope provided.

Please Remember:

1. The information that you provide through this questionnaire is CONFIDENTIAL. Your responses will never be connected to you by name. Please do not put your name on the questionnaire or on the answer sheet.

2. YOU are the subject of this questionnaire. I want to know your feelings and experiences, not those of your teammates or other people.

3. In this questionnaire, I refer to your "primary interuniversity sport". If you participate in more than one sport in the Canada West University Athletic Association, please choose the sport in which you spend the greatest amount of time as your primary sport.

4. I also refer to your "coach". This means the coach of your primary sport that you spend the most time with and take direction from, whether or not she or he is your head coach.

THANK YOU FOR YOUR PARTICIPATION!

SECTION I: Please circle the appropriate number associated with your response.

1. **What is your sex?** [5]

1 = Female
2 = Male

2. **Which university do you currently attend?** [6]

1 = University of Alberta
2 = University of British Columbia
3 = University of Calgary
4 = University of Lethbridge
5 = University of Saskatchewan
6 = University of Victoria

3. **What is your primary interuniversity sport?** [7-8]

01 = Basketball
02 = Cross Country
03 = Field Hockey
04 = Football
05 = Gymnastics
06 = Ice Hockey
07 = Soccer
08 = Swimming
09 = Track & Field
10 = Volleyball
11 = Wrestling

4. **What is your current faculty?** [9-10]

01 = Agriculture & Forestry
02 = Arts
03 = Business
04 = Dentistry
05 = Education
06 = Engineering
07 = Graduate Studies
08 = Home Economics
09 = Law
10 = Library Science
11 = Medicine
12 = Nursing
13 = Pharmacy
14 = Physical Education and Recreation
15 = Rehabilitation Medicine
16 = Science
17 = Other ______________________
(please specify)

5. **In what year did you first enroll at a post-secondary institution?** *1 9* _ _ [11-12]

6. **How many years have you attended your current university?**

1 2 3 4 5 6 7 8 9 [13]

7. **What is your current year of athletic eligibility?** [14]

1 2 3 4 5

8. **What is your current academic year based on your accumulated course credits?** [15]

1 = First year
2 = Second year
3 = Third year
4 = Fourth year
5 = Fifth year
6 = Graduate student
7 = Other

9. **What is your current academic standing for this academic year?** [16]

1 = 80% or above
2 = 70% - 79%
3 = 60% - 69%
4 = 50% - 59%
5 = Below 50%
6 = Do not know

10. **All things considered, what was the most important factor in your decision to come to this university?** [17]

1 = Academic program
2 = Athletic program
3 = Geographic location
4 = Other (please specify) ____________________

11. **What is the primary source of funding for your university education?** [18]

1 = Loan from parents
2 = Personal income
3 = Personal savings
4 = Scholarship or award
5 = Student loan
6 = Other (please specify) ____________________

12. **Approximately how many hours per week do you work at a paid job during the academic year (not including work-study)?** [19]

1 = I do not work at a paid job during the academic year
2 = Less than 4 hours per week
3 = 4 hours or more per week but less than 8 hours per week
4 = 8 hours or more per week but less than 12 hours per week
5 = 12 hours or more per week but less than 16 hours per week
6 = 16 hours or more per week but less than 20 hours per week

13. **Approximately what was your parents' total income during the past year, before taxes, so far as you know?** [20]

1 = *Less than $10,000*	6 = $50,000-$59,999
2 = *$10,000-$19,999*	7 = $60,000-$69,999
3 = *$20,000-$29,999*	8 = $70,000-$79,999
4 = *$30,000-$39,999*	9 = $80,000 or more
5 = *$40,000-$49,999*	0 = Do not know

14. **What is the highest level of education your mother completed?** [21]

1 = *Less than high school graduation*
2 = *High school graduation only*
3 = *Vocational, trade, or business school after high school*
4 = *Some college or university*
5 = *Completed college*
6 = *Completed university undergraduate degree*
7 = *Some graduate studies*
8 = *Completed graduate degree(s)*
9 = *Do not know*

15. **What is the highest level of education your father completed?** [22]

1 = *Less than high school graduation*
2 = *High school graduation only*
3 = *Vocational, trade, or business school after high school*
4 = *Some college or university*
5 = *Completed college*
6 = *Completed university undergraduate degree*
7 = *Some graduate studies*
8 = *Completed graduate degree(s)*
9 = *Do not know*

16. **What is the status of your parents?** [23]

1 = *Married*
2 = *Common law*
3 = *Separated*
4 = *Divorced*
5 = *Mother deceased*
6 = *Father deceased*
7 = *Other (please specify)* ______________________

SECTION II: Please write your answer in the space provided.

1. *Describe the most recent job held by your mother. If she is retired, deceased, or unemployed, indicate the last job held. If she has never been employed, please write in "Never been employed." If you do not know, please write in "Do not know."*

   ________________________________ [24-27]

2. *Describe the most recent job held by your father. If he is retired, deceased, or unemployed, indicate the last job held. If he has never been employed, please write in "Never been employed." If you do not know, please write in "Do not know."*

   ________________________________ [28-31]

SECTION III: Please enter a number for each blank in the corresponding questions.

1. **About how many hours in a typical week at university (including weekends) do you spend doing things related to your primary sport?**

   In season, when you compete as a representative of your university in contests that count toward regular season records. ____ *hours/week* [32-33]

   Out of season, when you practice and condition but do not compete in interuniversity contests that count toward regular season records. ____ *hours/week* [34-35]

2. **During a typical week (including weekends), in season, about how many hours do you usually spend:**

   In classes or labs? ____ *hours/week* [36-37]

   Preparing assignments/papers or studying? ____ *hours/week* [38-39]

   In extracurricular activities (other than your primary sport)? ____ *hours/week* [40-41]

   In social activities (including "hanging out")? ____ *hours/week* [42-43]

   Relaxing by yourself? ____ *hours/week* [44-45]

3. **During a typical week (including weekends), out of season, about how many hours do you usually spend:**

In classes or labs?	_____	*hours/week*	[46-48]
Preparing assignments/papers or studying?	_____	*hours/week*	[48-49]
In extracurricular activities (other than your primary sport)?	_____	*hours/week*	[50-51]
In social activities (including "hanging out")?	_____	*hours/week*	[52-53]
Relaxing by yourself?	_____	*hours/week*	[54-55]

4. **About how many classes do you miss in a week for any reason?**

In season?	____	*classes/week*	[56]
Out of season?	____	*classes/week*	[57]

5. **If you had an extra 60 minutes each day that you could use any way you wanted (other than sleeping), how much of this would you spend:**

In classes or labs?	_____	*minutes/day*	[58-59]
Preparing assignments/papers or studying?	_____	*minutes/day*	[60-61]
In your primary sport?	_____	*minutes/day*	[62-63]
In extracurricular activities (other than your primary sport)?	_____	*minutes/day*	[64-65]
In social activities (including "hanging out")?	_____	*minutes/day*	[66-67]
Relaxing by yourself (not sleeping)?	_____	*minutes/day*	[68-69]

NOTE: Please make sure that your responses to question 5 adds up 60 minutes.

SECTION IV: Please rank each of the following eight items in the order that you feel reflects their importance to you now (1 as most important; 8 as least important). In making your ranking, use each number only once.

____	*My GPA when I graduate*	[70]
____	*How much I learn at university*	[71]
____	*Improving my athletic abilities*	[72]
____	*Winning at my sport*	[73]
____	*Having fulfilling, close personal relationship(s)*	[74]
____	*Having a good time at university*	[75]
____	*Becoming financially secure*	[76]

SECTION V: Please circle the appropriate response. (N/A = Not Applicable)

1. *When you were a high school student, were you recruited by a post-secondary institution?*

   Yes No N/A [78]

2. *Do you currently receive financial aid (ie. scholarships, grants, bursaries, or awards)?*

   Yes No N/A [79]

3. *Have you received financial aid (ie. scholarships, grants, bursaries, or awards) in the past?*

   Yes No N/A [80]

4. *Are you currently in the same faculty that you originally enrolled in at this university?*

   Yes No N/A [81]

5. *At the present time, do you expect to receive a degree from this university?*

   Yes No N/A [82]

6. *At the present time, do you plan on continuing your education at a graduate or professional school?*

   Yes No N/A [83]

7. *Are you a member of a club or organization, on or off campus, outside of interuniversity athletics (eg. fraternity, sorority, fellowship, hobby club, political group, or service organization)?*

   Yes No N/A [84]

8. *Did you participate in another Canada West University Athletic Association (C.W.U.A.A.) sport besides your primary sport this year?*

   Yes No N/A [85]

9. *When you enrolled at this university, was becoming a professional athlete one of your goals?*

   Yes No N/A [86]

10. *At the present time, is becoming a professional athlete one of your goals?*

    Yes No N/A [87]

11. *When you enrolled at this university, was becoming a member of the national team in your sport one of your goals?*

    Yes No N/A [88]

12. *At the present time, is becoming a member of the national team in your sport one of your goals?*

Yes No N/A [89]

13. *Is there an academic advisor available to you or your team?*

Yes No N/A [90]

14. *Has this academic advisor been helpful to you?*

Yes No N/A [91]

15. *Has your coach ever discussed your academic course work with you?*

Yes No N/A [92]

16. *Has your coach ever discussed your grades with you?*

Yes No N/A [93]

17. *Does your coach encourage you to do academic course work during a road trip?*

Yes No N/A [94]

18. *Have you ever asked your coach if you could miss a practice for academic reasons?*

Yes No N/A [95]

19. *Will your coach allow you to miss a practice for academic reasons?*

Yes No N/A [96]

SECTION VII: Please indicate whether you agree or disagree with the following statements. Circle the appropriate number associated with your response.

1 = Strongly Agree
2 = Agree
3 = Neither Agree nor Disagree
4 = Disagree
5 = Strongly Disagree

1. *When I enrolled at this university, it was important to me to get a degree.*

1 2 3 4 5 [97]

2. *At the present time, it is important to me to get a degree.*

1 2 3 4 5 [98]

1 = Strongly Agree
2 = Agree
3 = Neither Agree nor Disagree
4 = Disagree
5 = Strongly Disagree

3. *My family has been an important influence on my university education.*

   1 2 3 4 5 [99]

4. *My teammates have been an important influence on my university education.*

   1 2 3 4 5 [100]

5. *My friends, other than my teammates, have been an important influence on my university education.*

   1 2 3 4 5 [101]

6. *My coach at this university has been an important influence on my university education.*

   1 2 3 4 5 [102]

7. *My professors at this university have been an important influence on my university education.*

   1 2 3 4 5 [103]

8. *My family has been an important influence on my university athletic career.*

   1 2 3 4 5 [104]

9. *My teammates have been an important influence on my university athletic career.*

   1 2 3 4 5 [105]

10. *My friends, other than my teammates, have been an important influence on my university athletic career.*

    1 2 3 4 5 [106]

11. *My coach at this university has been an important influence on my university athletic career.*

    1 2 3 4 5 [107]

12. *My professors at this university have been an important influence on my university athletic career.*

    1 2 3 4 5 [108]

13. *I am satisfied with my overall academic performance at this university.*

    1 2 3 4 5 [109]

1 = Strongly Agree
2 = Agree
3 = Neither Agree nor Disagree
4 = Disagree
5 = Strongly Disagree

14. *I am satisfied with my overall performance as an athlete at this university.*

1 2 3 4 5 [110]

15. *I am satisfied with the way my coach has helped me improve as an athlete.*

1 2 3 4 5 [111]

16. *I am satisfied with the way my coach has helped me improve as a student.*

1 2 3 4 5 [112]

17. *I manage my time better than non-athletes.*

1 2 3 4 5 [113]

18. *My coach advises me on how to manage my time.*

1 2 3 4 5 [114]

19. *My academic pursuits are compromised due to my participation in interuniversity athletics.*

1 2 3 4 5 [115]

20. *My academic pursuits are compromised due to my social life.*

1 2 3 4 5 [116]

21. *My athletic endeavours are compromised due to my academic pursuits.*

1 2 3 4 5 [117]

22. *My athletic endeavours are compromised due to my social life.*

1 2 3 4 5 [118]

23. *My social life is compromised due to my academic pursuits.*

1 2 3 4 5 [119]

24. *My social life is compromised due to my participation in interuniversity athletics.*

1 2 3 4 5 [120]

25. *I feel that athletes generally make greater sacrifices than non-athletes to get their education.*

1 2 3 4 5 [121]

1 = Strongly Agree
2 = Agree
3 = Neither Agree nor Disagree
4 = Disagree
5 = Strongly Disagree

26. *I feel that my coach's demands of my time and energy prevents me from being a better student.*

1 2 3 4 5 [122]

27. *I have felt pressured to be an athlete first and a student second.*

1 2 3 4 5 [123]

28. *I believe that the roles of a university student and a university athlete conflict with each other.*

1 2 3 4 5 [124]

29. *I am satisfied with how I balance the roles of a university student and university athlete.*

1 2 3 4 5 [125]

30. *I am satisfied with my social life while attending university.*

1 2 3 4 5 [126]

31. *As a student-athlete, I feel cut off from the rest of the student body.*

1 2 3 4 5 [127]

32. *I often attend organized campus activities outside of athletics.*

1 2 3 4 5 [128]

33. *I am confident that I will make a smooth transition from university life to the working world.*

1 2 3 4 5 [129]

34. *I believe that my athletic qualities are applicable to the types of characteristics that employers seek.*

1 2 3 4 5 [130]

35. *I feel that my participation in interuniversity athletics will assist me in finding future employment.*

1 2 3 4 5 [131]

36. *I enjoy playing my sport now as much as I did in high school.*

1 2 3 4 5 [132]

1 = Strongly Agree
2 = Agree
3 = Neither Agree nor Disagree
4 = Disagree
5 = Strongly Disagree

37. *It is important for a university coach to encourage his or her student-athletes to perform well academically.*

1 2 3 4 5 [133]

38. *It is important for a university coach to keep track of a student-athlete's performance in his or her courses.*

1 2 3 4 5 [134]

SECTION VII: The following questions refer to your education at this university. Please circle your response. (N/A = Not Applicable)

As a student-athlete, have you:

Found many courses too difficult?	*Yes*	*No*	*N/A*	[135]
Repeated one or more courses?	*Yes*	*No*	*N/A*	[136]
Received "incomplete" grades for courses in one or more terms?	*Yes*	*No*	*N/A*	[137]
Attended one or more sessions during spring or summer?	*Yes*	*No*	*N/A*	[138]
Ever been on academic probation?	*Yes*	*No*	*N/A*	[139]

SECTION VIII: The following questions refer to you as a student-athlete. Please circle your response. (N/A = Not Applicable)

As a student-athlete, have you found it necessary to:

Take a less demanding major?	*Yes*	*No*	*N/A*	[140]
Use unethical shortcuts (eg. plagiarism)?	*Yes*	*No*	*N/A*	[141]
Take easy courses?	*Yes*	*No*	*N/A*	[142]
Cut classes?	*Yes*	*No*	*N/A*	[143]
Miss important exams?	*Yes*	*No*	*N/A*	[144]
Take fewer courses per term?	*Yes*	*No*	*N/A*	[145]
Miss taking courses I really wanted to take?	*Yes*	*No*	*N/A*	[146]

SECTION IX: In this section, please compare yourself to another person in the same academic program as you but not involved in interuniversity athletics. Please circle the appropriate number associated with your response.

1 = Much Easier
2 = Easier
3 = No Difference
4 = Harder
5 = Much Harder

As a student-athlete, do you feel it is easier or harder for you to:

Be regarded as a serious student by professors?	*1*	*2*	*3*	*4*	*5*	[147]
Get help from professors?	*1*	*2*	*3*	*4*	*5*	[148]
Reschedule exams or due dates for assignments?	*1*	*2*	*3*	*4*	*5*	[149]
Keep up with coursework?	*1*	*2*	*3*	*4*	*5*	[150]
Get help from teaching assistants?	*1*	*2*	*3*	*4*	*5*	[151]
Choose the courses I wanted to take?	*1*	*2*	*3*	*4*	*5*	[152]
Make academics my top priority?	*1*	*2*	*3*	*4*	*5*	[153]
Get the grades I am capable of attaining?	*1*	*2*	*3*	*4*	*5*	[154]
Prepare for classes?	*1*	*2*	*3*	*4*	*5*	[155]
Study for exams?	*1*	*2*	*3*	*4*	*5*	[156]

SECTION X: Are there things about your life as a student-athlete that were not covered in this survey? If so, what are they?

Appendix C

Initial Contact Letter to Athletic Directors

February 27, 1989

Dr. Robert G. Hindmarch
Director of Athletics and Sport Services
University of British Columbia
#208 - 6081 University Blvd.
Vancouver, B.C. V6T 1W5

Dear Dr. Hindmarch:

I am a student in my second year of the Master's program at the University of Alberta and my area of specialization is university athletics. I have identified my thesis topic but to complete the research component I need your assistance.

The impact of participation in a university athletic program on a student-athlete's academic and social life has often been questioned, however, very little data is actually available. I hope to gather data that will help us to understand the inter-relationships between these roles and their interactive effect on Canadian university student-athletes. In order to do this, I would like to administer a questionnaire to all student-athletes at the C.W.U.A.A. universities.

The survey will include questions on various aspects of their academic, athletic, and social experiences including the student-athlete's expectations, levels of satisfaction, program demands, priority establishments, nature of conflicts and conflict resolution. The questionnaire will take approximately thirty minutes to complete. I plan to conduct two or three "sittings" at your university so the student-athletes can select the "sitting" that is most convenient to them.

I will need your help in gaining access to your student-athletes and, if you feel comfortable, providing a letter to these individuals which offers your support to the project. I plan to conduct the data collection in the last two weeks of March and if you could help me arrange a classroom or a lecture hall in which to administer the questionnaire it would make my task much easier. I realize that this is a busy time of the year and I have not given you much notice but I would greatly appreciate your assistance. I will contact you to discuss specific dates and times. If you have any questions, I will be happy to respond to them at that time.

Thank you in advance for your anticipated cooperation.

Sincerely,

Brenda Chinn
Graduate Student

cc: Ms. J. Jones
Ms. K. Gordon

Appendix D

Cover Letter to Athletic Directors

March 17, 1989

Ms. Joanne Jones
Department of Athletics
University of British Columbia
#208 - 6081 University Blvd.
Vancouver, B.C. V6T 1W5

Dear Joanne:

Thank you for agreeing to assist me with my project. Enclosed are the questionnaires for distribution to your coaches. The questionnaire takes twenty to twenty-five (20-25) minutes to fill out and should be completed by any student-athlete who competed in a CWUAA event during the 1988-89 season.

Once the student-athlete has completed the questionnaire, he or she will return it to his or her coach. If it is more convenient for the coaches and student-athletes, perhaps they could return their questionnaires directly to your athletic office. Please return all of the questionnaires to me at the above address by April 17, 1989.

The responses of the student-athletes will be kept strictly confidential. To ensure their confidentiality, I have asked them to return the questionnaire in the envelope provided. All responses will be reported in the aggregate, and therefore, specific individuals or teams will not be identified.

Thank you for your assistance with my research. If you have any questions, please feel free to contact me at the above address.

Sincerely,

Brenda L. Chinn

cc: Dr. Bob Hindmarch
Ms. Kim Gordon

Enclosures

Appendix E

Cover Letter to Coaches

March 17, 1989

Donna Baydock
UBC Women's Volleyball Coach
#208- 6081 University Blvd.
Vancouver, B.C. V6T 1W5

Dear Donna:

I am a student in my second year of the Master's program at the University of Alberta and my area of specialization is university athletics. Over the past eight years, I have been extensively involved in the administration of interuniversity athletic programs at two western Canadian universities.

For my thesis I am studying the academic, athletic, and social roles of CWUAA student-athletes and the interrelationships between these roles. The results of this study may have significant practical implications for student-athletes, coaches, athletic directors, and administrators of Canadian universities. This data will provide these people with information on the experiences of student-athletes that may affect the organization and operation of interuniversity athletics in western Canada.

In order to do this, I require your assistance in distributing the questionnaires to the members of your team. The survey contains questions on various aspects of a student-athlete's academic, athletic, and social experiences including his or her expectations, levels of satisfaction, program demands, priorities, and potential role conflict. It takes twenty to twenty-five (20-25) minutes to fill out the questionnaire and should be completed by any student- athlete who competed in a CWUAA event during the 1988-89 season. Once the student-athlete has completed the questionnaire, please have him or her return it to you. You may return them to me at the above address or Joanne Jones. If it is more convenient, the student-athletes may return their questionnaires directly to your athletic office.

The responses of the student-athletes will be kept strictly confidential. To ensure their confidentiality, I have asked them to return the questionnaire in the envelope provided. All responses will be reported in the aggregate, and therefore, specific individuals or teams will not be identified.

Thank you for your assistance with my research. If you have any questions, please feel free to contact me at the above address.

Sincerely,

Brenda L. Chinn

cc: Bob Hindmarch
Joanne Jones

Enclosures

Appendix F

Recommended Changes to the Questionnaire

RECOMMENDED CHANGES TO THE QUESTIONNAIRE

SECTION I:

QUESTION 4 - Faculty of study
Instead of providing options, ask the respondent to write in their faculty.

QUESTION 9 - GPA
Instead of percentage ranges, ask the respondent to specify their GPA as a percentage.

QUESTION 10 - Most important factor in choice of university
Stress the selection of one option.

QUESTION 11 - Primary source of funding for university
Add the option of parents paying, combine the personal savings and income into one option, and stress the selection of one option.

SECTION III:

QUESTIONS 1 to 4 - In and out of season
The definition of in and out of season will highlighted at the beginning of the section and each question will ask the respondent to refer to the definitions.

IN SEASON - When you compete as a representative of your university in CWUAA contests.

OUT OF SEASON - When you practice and condition but do NOT compete in CWUAA contests.

SECTION V: (For the following questions, the respondent would be asked to specify the financial aid, faculty, extracurricular activities, and sport.)

QUESTIONS 2 & 3 - Financial aid

QUESTION 4 - Original faculty

QUESTION 7 - Other extracurricular activities

QUESTION 8 - Second sport

SECTION VII: (For the following questions, the respondent would also be asked why they were or were not satisfied.)

QUESTION 13 - Academic Satisfaction

QUESTION 14 - Athletic Satisfaction

QUESTION 15 - Social Satisfaction

ADDITIONAL QUESTIONS:

What is your age?

Will you graduate on time (i.e., graduate four years after the first year you entered a post-secondary institution)? If not, why?